

# Ellern Mede School Relationships and Sex Education (RSE) Policy

<b>Target Audience (s):</b>	<input type="checkbox"/> All Staff <input type="checkbox"/> Clinical Staff <input type="checkbox"/> Non Clinical Staff <input checked="" type="checkbox"/> External suppliers or visitors <input checked="" type="checkbox"/> Regulatory / Legal bodies <input checked="" type="checkbox"/> Other (e.g. Patients) <input checked="" type="checkbox"/> Teaching staff
<b>Policy Author (Subject Matter Expert):</b>	Adel Shirbini
<b>Policy Committee Sponsor:</b>	Advisory Board – Peter Curtis
<b>Frequency of review:</b>	Annually
<b>Last review date:</b>	01/09/2022
<b>Next Review Date:</b>	01/09/2023

## RSE Policy

### Summary:

The RSE policy outlines the planning and delivery of the Relationships and Sex Education at Ellern Mede School. It details the aims of RSE, what content is covered and how it is delivered, the statutory framework, the rights of parents to withdraw from certain parts of RSE, and the monitoring arrangements.

### Contents

1. Introduction .....	3
2. Aims of the policy.....	3
3. Statutory and regulatory framework.....	4
4. Roles and Responsibilities.....	4
5. Equality, diversity, inclusion.....	5
6. Teaching and learning .....	5
a. Curriculum.....	5
b. Delivery.....	6
7. Parents' right to withdraw.....	6
8. Monitoring and review.....	7
9. Appendix 1: Curriculum map .....	8
10. Appendix 2: By the end of secondary school pupils should know.....	18
11. Appendix 3: Parent form: withdrawal from sex education within RSE .....	22

## 1. Introduction

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Ellern Mede School is committed to providing a rich RSE that, in line with the School's aims and ethos, allows students to develop the knowledge and understanding of an increasing complex world.

The RSE curriculum encourages an exploration of values and moral issues; consideration of sexuality and personal relationships; and the development of communication and decision-making skills, which will prepare for the experiences and responsibilities of adult life.

EMS takes it responsibility to provide relevant, effective, and responsible relationships and sex education to all its students as part of the School's Personal, Social, Health, and Economic education (PSHE) curriculum, and parts of the Science curriculum.

This policy outlines the approaches and content to the planning and teaching of RSE at EMS, the rights of parents, the statutory framework surrounding RSE, and the monitoring arrangements.

## 2. Aims of the policy

The Department for Education identifies the purpose of RSE as follows:

“to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.” (DfE Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019)

Giving due regard to the above, the aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary

### **3. Statutory and regulatory framework**

This policy complies and/or gives due regard to the following:

- Department for Education (DfE) statutory guidance - Relationships and sex education (RSE) and health education (June 2019)
- DfE statutory guidance – Keeping Children Safe in Education (September 2022)
- DfE statutory guidance – Special Educational Needs and Disability Code of Practice (January 2015)
- Equality Act 2010

### **4. Roles and Responsibilities**

The advisory board will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher, Deputy Headteacher (Teaching and Learning), and the PSHE lead teacher are responsible for the creation and implementation of the RSE policy in the Senior School.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 5. Equality, diversity, inclusion

The school recognises that those with special educational needs will receive differentiated material and teaching styles as appropriate. The school recognises the differing needs of both sexes within the school and will offer single sex guidance and instruction where appropriate. The school is aware of the cultural diversity of its pupils and of the wider community, and educates pupils to understand and respect differences in customs and belief. The needs of EAL pupils are acknowledged, and teachers will ensure that materials will be presented in a clear and comprehensible way. The school will take measures to ensure that reasonable adjustment are made for students that require them.

The school recognises that because of the nature of the subject, sensitive and controversial issues are likely to arise. These may include, for example, abortion, emerging gender identity, sexuality and sexual abuse. These are dealt with within the framework of the aims of the school and of the Relationships and Sex Education policy as a whole and using the Equal Opportunities Policy. The school will ensure that all of the teaching is sensitive and age appropriate in approach and content. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements.

Ellern Mede School also takes into account the important guidance and legal duties set out by the 1998 Human Rights Act, the 2010 Equality Act, and the Public Sector Equality Duty. Both in the design and delivery of the curriculum and associated schemes of work, RSE is provided to students in such a way as to promote an understanding of the protected characteristics as defined in the Equality Act (sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation), and that all students understand the importance of equality and respect .

In accordance with Keeping Children Safe in Education 2022, the school understands that the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. The school will use RSE to promote tolerance and acceptance as well as reminding students that there are safe spaces for any students to speak out or share their concerns with a member of staff.

## 6. Teaching and learning

### a. Curriculum

The full outline of the RSE curriculum is set out in Appendix 1 of this policy. This details the topics that will be covered by what year group and at what point in

the academic year. The curriculum may change from time to time in order to adapt it to the latest guidelines and regulations as necessary.

We have developed the curriculum in consultation with staff and taking into account the particular context of our school and the needs of the students.

## **b. Delivery**

RSE is taught within the PSHE curriculum and some aspects of RSE may also be taught through the Science curriculum.

RSE will be delivered through the PSHE lessons which are once per week for 50 minutes across all three key stages (KS3, KS4, KS5). Lessons are taught by a dedicated PSHE teacher alongside input from other members of staff and external speakers and companies where it is felt to be appropriate.

When using external speakers to deliver upon aspects of RSE, the School will comply with the School's Visiting Speakers policy and procedure to ensure the requisite due diligence has been conducted and that the content of the talk is appropriate. The learning objectives and outcomes will be agreed with the external speaker in advance of the talk.

Some areas of learning within the RSE curriculum are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

The School will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## **7. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

The right to withdraw relates only to sex education and does not extend to the teaching of biological aspects of human growth and reproduction as provided as part of the science curriculum (whether part of GCSE Science or included as part of the curriculum for younger pupils).

Parents do not have the right to withdraw their child from relationships education

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

## **8. Monitoring and review**

The PSHE Lead and the Senior Leadership Team (SLT) will regularly monitor and evaluate the effectiveness of this policy.

This policy will be subject to review at least annually (or more frequently if changes to legislation, regulation or statutory guidance so require) by the Deputy Head (Teaching and Learning) and PSHE Lead. At every review, the policy will be approved by the relevant committee of the Advisory Board.

The date of the next review is shown on the front page.

## 9. Appendix 1: Curriculum map

### Relationships and sex education curriculum map

Year group	Term	Topic/theme details	In this unit, students learn...	Resources
Year 7	Spring 1	<p><b>Diversity</b></p> <p>Diversity, prejudice, and bullying</p>	<ul style="list-style-type: none"> <li>• about identity, rights and responsibilities</li> <li>• about living in a diverse society</li> <li>• how to challenge prejudice, stereotypes and discrimination</li> <li>• the signs and effects of all types of bullying, including online</li> <li>• how to respond to bullying of any kind, including online</li> <li>• how to support other</li> </ul>	<p>Every Mind Matters – Bullying and Cyberbullying</p> <p>Home Office – Something’s Not Right (abuse and disclosure)</p> <p>Changing Faces – A World of Difference</p>

Year 7	Summer 1	<p><b>Building relationships</b></p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p>	<ul style="list-style-type: none"> <li>• how to develop self-worth and self-efficacy</li> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to recognise and challenge media stereotypes</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• about consent, and how to seek and assertively communicate consent</li> </ul>	<p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>Every Mind Matters – Forming positive relationships</p> <p>BBFC- Making choices: sex, relationships and age ratings</p> <p>NCA-CEOP – Send me a pic?</p> <p>FASTN KS3 relationships resource — Commitment: what does it mean?</p> <p>Home Office - Something's Not Right (abuse disclosure)</p> <p>Home Office - Preventing Involvement in</p>
--------	----------	--	--	--

Year group	Term	Topic/theme details	In this unit, students learn...	Resources
				Serious and Organised Crime  Dove – Self-esteem project
Year 8	Spring 1	<b>Discrimination</b>  Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<ul style="list-style-type: none"> <li>• how to manage influences on beliefs and decisions</li> <li>• about group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> <li>• about gender identity, transphobia and gender-based discrimination</li> <li>• how to recognise and challenge homophobia and biphobia</li> <li>• how to recognise and challenge racism and religious discrimination</li> </ul>	Dimensions - #ImwithSam  Dove – Self-esteem project  Changing Faces - A World of Difference

Year 8	Summer 1	<p><b>Identity and relationships</b></p> <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>	<ul style="list-style-type: none"> <li>• the qualities of positive, healthy relationships</li> <li>• how to demonstrate positive behaviours in healthy relationships</li> <li>• about gender identity and sexual orientation</li> <li>• about forming new partnerships and developing relationships</li> <li>• about the law in relation to consent</li> <li>• that the legal and moral duty is with the seeker of consent</li> <li>• how to effectively communicate about consent in relationships</li> <li>• about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• about basic forms of contraception, e.g. condom and pill</li> </ul>	<p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>BBFC- Making choices: sex, relationships and age ratings</p> <p>NCA-CEOP – Send me a pic?</p> <p>FASTN KS3 relationships resource — Commitment: what does it mean?</p> <p>Home Office - Something's Not Right (abuse disclosure)</p>
--------	----------	---	--	--

Year 9	Spring 1	<p><b>Respectful relationships</b></p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<ul style="list-style-type: none"> <li>• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• about conflict and its causes in different contexts, e.g. with family and friends</li> <li>• conflict resolution strategies</li> <li>• how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• how to access support services</li> </ul>	<p>Cumbria Council - Tackling homelessness</p> <p>Coram Life Education – Adoptables Schools Toolkit</p> <p>Home Office - Something's Not Right (abuse disclosure)</p> <p>CRESST: Curious about conflict</p> <p>University of Exeter – The Rights Idea?</p> <p>Medway Public Health Directorate – Relationships and sex education</p> <p>PSHE Association – Mental health and emotional wellbeing</p>
--------	----------	--	--	--

Year group	Term	Topic/theme details	In this unit, students learn...	Resources
Year 9	Summer 1	<p><b>Intimate relationships</b></p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<ul style="list-style-type: none"> <li>• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• about facts and misconceptions relating to consent</li> <li>• about the continuous right to withdraw consent and capacity to consent</li> <li>• about STIs, effective use of condoms and negotiating safer sex</li> <li>• about the consequences of unprotected sex, including pregnancy</li> <li>• how the portrayal of relationships in the media and pornography might affect expectations</li> <li>• how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>• how to secure personal information online</li> </ul>	<p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>Home Office &amp; GEO - Disrespect NoBody</p> <p>BBFC- Making choices: sex, relationships and age ratings</p> <p>NCA-CEOP – Send me a pic?</p> <p>Home Office - Something's Not Right (abuse disclosure)</p> <p>You Before Two - The Fundamentals</p>

Year group	Term	Topic/theme details	In this unit, students learn...	Resources
Year 10	Spring 1	<p><b>Healthy relationships</b></p> <p>Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography</p>	<ul style="list-style-type: none"> <li>• about relationship values and the role of pleasure in relationships</li> <li>• about assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• about the opportunities and risks of forming and conducting relationships online</li> <li>• how to manage the impact of the media and pornography on</li> <li>• sexual attitudes, expectations and behaviours</li> <li>• about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>• how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• how to recognise and challenge victim blaming</li> <li>• about asexuality, abstinence and celibacy</li> </ul>	<p>PSHE Association - Teaching about consent</p> <p>Home Office &amp; GEO - Disrespect NoBody</p> <p>Alice Ruggles Trust – Relationship safety</p> <p>University of Exeter – Working out relationships?</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>Home Office - Something's Not Right (abuse disclosure)</p>

Year group	Term	Topic/theme details	In this unit, students learn...	Resources
Year 10	Summer 1	<p><b>Addressing extremism and radicalisation</b></p> <p>Community cohesion and challenging extremism</p>	<ul style="list-style-type: none"> <li>• about communities, inclusion, respect and belonging</li> <li>• about the Equality Act, diversity and values</li> <li>• about how social media may distort, misrepresent or target information in order to influence beliefs and opinions</li> <li>• how to manage conflicting views and misleading information</li> <li>• how to safely challenge discrimination, including online</li> <li>• how to recognise and respond to extremism and radicalisation</li> </ul>	<p>PSHE Association – Inclusion, belonging and addressing extremism</p> <p>Google and ISD: Be Internet Citizens</p>

Year group	Term	Topic/theme details	In this unit, students learn...	Resources
Year 11	Spring 1	<p><b>Communication in relationships</b></p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<ul style="list-style-type: none"> <li>• about core values and emotions</li> <li>• about gender identity, gender expression and sexual orientation</li> <li>• how to communicate assertively</li> <li>• how to communicate wants and needs</li> <li>• how to handle unwanted attention, including online</li> <li>• how to challenge harassment and stalking, including online</li> <li>• about various forms of relationship abuse</li> <li>• about unhealthy, exploitative and abusive relationships</li> <li>• how to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>	<p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>Alice Ruggles Trust – Relationship safety</p> <p>NCA-CEOP: Online blackmail</p> <p>University of Exeter – Working out relationships?</p> <p>Home Office - Something's Not Right (abuse disclosure)</p>

Year group	Term	Topic/theme details	In this unit, students learn...	Resources
Year 11	Summer 1	<p><b>Families</b></p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	<ul style="list-style-type: none"> <li>• about different types of families and changing family structures</li> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> <li>• about fertility, including how it varies and changes</li> <li>• about pregnancy, birth and miscarriage</li> <li>• about unplanned pregnancy options, including abortion</li> <li>• about adoption and fostering</li> <li>• how to manage change, loss, grief and bereavement</li> <li>• about 'honour based' violence and forced marriage and how to safely access support</li> </ul>	<p>PSHE Association – Family Life: Exploring relationships, marriage and parenting</p> <p>PSHE Association – Fertility and pregnancy choices</p> <p>University of Exeter – Working out relationships?</p> <p>Winston's Wish - Lessons on loss and bereavement</p> <p>University of Exeter – The Rights Idea?</p>

## 10. Appendix 2: By the end of secondary school pupils should know

Topic	Pupils should know
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>

Topic	Pupils should know
<p>Respectful relationships, including friendships</p>	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>

Topic	Pupils should know
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>

Topic	Pupils should know
Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

### 11. Appendix 3: Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	