



**SOUTH WESTMORLAND
MULTI ACADEMY TRUST**

Relationships and Sex Education Policy

Committee:	Local Advisory Committee
Date of adoption:	28/06/2021
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Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	28/06/2021
2	Local Advisory Committee – review and approval	11/07/2022
3	Local Advisory Committee – review and approval (no changes)	11/07/2023
4		
5		

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1. Aims

The aims of relationships and sex education (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
- Enhance and contribute to the school's values of respect and tolerance and inclusivity Data Protection

2. Statutory Requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Dallam School we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group of School staff and Health professionals pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to view and make commentary about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PDEV) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), Health and social care (HSC for those who study at GCSE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional who delivers lessons on a rotation to each year group throughout the school year.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships²
- Online and media
- Being safe Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

7. Roles and Responsibilities

7.1 The Local Advisory Committee (LAC)

The Local Advisory Committee (LAC) will approve the RSE policy, and hold the headteacher to account for its implementation. The LAC will monitor and evaluate the effectiveness of the policy and its implementation via the Safeguarding committee which meets on a termly basis.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

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.

RSE is taught within the PDEV curriculum that is overseen by the faculty lead and the SLT link who has oversight of curriculum design. Form tutors and specialist science teachers and specialist visiting health speakers deliver the content of the curriculum in PDEV and Science lessons.

7.4 Pupils

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

8. Parents' Rights 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. Dallam School cannot prevent students talking about what they have learnt in RSE with a student who was withdrawn from the lesson. Dallam School cannot be held responsible for any false or distorted information a withdrawn student learns from their peers. 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. The Headteacher will inform form tutor and the pastoral team of the withdrawal so that supporting work and provision can be made for those who do not participate in RSE lessons. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring Arrangements

The delivery of RSE is monitored by the Assistant Headteacher with responsibility for the curriculum and leader of Personal Development through:

- Quality assurance procedures in school such as Learning walks and book scrutiny
- Student voice activities and curriculum design inputs will be used as a monitoring and evaluation process to continuously develop content that is age appropriate and meets the needs of pupils
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Assistant Headteacher with responsibility for the curriculum and leader of Personal Development annually. At every review, the policy will be approved by the LAC.

Appendix 1 – Relationships and Sex Education Curriculum Map

Year Group	Topic/Theme Details
Year 7	<p>In Year 7 Dallam Students will learn:</p> <ul style="list-style-type: none"> • to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence) • the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) • different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests) • to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment and impact on relationships • to understand the importance of friendship and to begin to consider love and sexual relationships in this context
Year 8	<p>In Year 8 Dallam Students will learn:</p> <ul style="list-style-type: none"> • to understand what expectations might be of having a girl/boyfriend • to acknowledge and respect the right not to have intimate relationships until ready • to consider different levels of intimacy and their consequences • the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children • that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable • the roles and responsibilities of parents, carers and children in families • about readiness for sex and the benefits of delaying sexual activity • about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given) in relevant, age-appropriate contexts • to recognise that there is diversity in sexual attraction and developing sexuality • the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology • about the difference between assigned/biological sex, gender identity and sexual orientation
Year 9	<p>In Year 9 Dallam Students will learn:</p>

	<ul style="list-style-type: none"> • that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs • that relationships can cause strong feelings and emotions (including sexual attraction) • how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent in relevant, age-appropriate contexts • about contraception, including the condom and pill, and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships • to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography) • about the use of contraception, including the condom and pill; to negotiate condom use • that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected
Year 10	<p>In Year 10 Dallam Students will learn:</p> <ul style="list-style-type: none"> • to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services) • the characteristics and benefits of positive, strong, supportive, equal relationships • that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other • parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting, including issues around breastfeeding) • about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3 • how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity • how to assess readiness for sex • about accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key Stage 3 • about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them to recognise when others are using manipulation, persuasion or coercion and how to respond • to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage, rape and coercion) and strategies to manage this or access support for self or others at risk • the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support

Year 11	<p>In Year 11 Dallam Students will learn:</p> <ul style="list-style-type: none"> • that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age <p>Pupils will also revisit the topics of:</p> <ul style="list-style-type: none"> • consent • STIs • Contraception • post-conception options • where to get support for sexual health issues and in the event of pregnancy
Families	<p>By the end of Secondary School students should know:</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• 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• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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 • 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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	