Relationship and Sex Education (RSE) Policy

1. INTRODUCTION AND PURPOSE OF THE POLICY

Vyners School believes that relationship and sex education (RSE) makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. Effective relationships and sex education is essential if young people are to make responsible and well informed decisions about their lives. The School believes that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. RSE is NOT the promotion of sexuality or sexual activity, it is a comprehensive programme of RSE providing accurate information about the body, reproduction, sex, sexuality and sexual health. It will give all students essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It is an integral part of the PSHE programme within the school.

This policy was developed through consultation with students, parents and staff.

2. THE AIMS

At Vyners school the aim of relationships and sex education is to provide balanced and factual information about emotional, ethical, moral and religious dimensions of sexual health, together with information regarding human reproduction. Our RSE policy aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and skills to judge what kind of relationship they want;
- To help them communicate effectively by developing appropriate terminology for sex and relationship issues;
- Develop awareness of sexuality and understand human sexuality;
- Find help and acquire skills and confidence to access confidential health advice and support
- A full list of what students should know by the end of key stage 4 can be found in appendix A.

3. 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 to follow the statutory guidance outlined in Relationships Education, RElationships and Sex Education (RSE) and Health Education 2019 issued by the secretary of state as outlined in section 403 of the Education Act 1996

4. EQUALITY AND INCLUSION

Vyners School believes that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSE programme that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE. An inclusive RSE at Vyners School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups and we will respond to parental and/or student queries in order to allay any concerns that may exist about the RSE curriculum.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Gender Identities and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel represented and that relationship and sex education is relevant to them.

5. CURRICULUM CONTENT AND DELIVERY

The curriculum programme has been developed by the PSHE lead and the Year Leader team within the school. Vyners School will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. For details on the PSHE curriculum content see Appendix B

Vyners School delivers much of its Relationship and Sex Education through its PSHE Programme. PSHE is taught weekly by tutors in tutorial time with support from professionals where appropriate, with a focus more on the emotional aspects of development and relationships. The physical aspects of puberty and reproduction may also be included, however this content will be covered in the Science National Curriculum. The RE and Ethics curriculum is delivered by a team of teachers headed by the Subject Leader.

All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND. Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

The programme will be delivered in a non judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Staff are encouraged to seek support where needed and the PSHE programme including RSE is discussed and reviewed regularly at Pastoral Professional Development sessions. Training is also delivered through staff briefing and INSET days. We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education.

6. RIGHT OF WITHDRAWAL FROM RSE

Parents have the right to request withdrawal of their children from all or part of the sex education programme except for those parts included in the statutory National Curriculum (ie. the study of human growth and reproduction in Science lessons).

Parents do not have the right to request withdrawal of their children from relationships education.

Parents do not have the right to request withdrawal of their children from health education.

All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.

We would make alternative arrangements for students in cases of withdrawal from the curriculum. Parents are encouraged to discuss their decisions with staff at the earliest possible opportunity. Parents are welcome to review any RSE resources the school uses. Requests for withdrawal should be made in writing using the form in appendix C.

7. SAFEGUARDING, CHILD PROTECTION AND CONFIDENTIALITY

Teachers cannot offer unconditional confidentiality and this should never be offered to students.

In a case where a teacher learns from a student under the age of consent that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to their parents and if necessary to seek medical advice;

- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures;

- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures. In any case where child protection procedures are followed, the teacher will ensure that the young person understands the circumstances regarding sharing information and actions taken.

Health professionals and visitors in school are bound by their codes of conduct in one-to-one situations with students, but in a classroom situation they must follow the school's confidentiality policy.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

8. MONITORING AND EVALUATION OF RSE

We regularly monitor our RSE schemes of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of student need.

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal student and staff feedback

Assessment, where apt, is carried out in accordance with standard school policies and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills and attitudes.

It is the responsibility of the Assistant Headteacher with oversight of the pastoral system to oversee and organise the monitoring and evaluation of PSHE, in the context of overall school policies for monitoring the quality of teaching and learning. The PSHE programme will undertake self-evaluation and monitoring through the usual school quality assurance cycle.

The Governors and Leadership Team are responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's relationship and sex education policy, and on support and staff development, training and delivery.

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Ratification by Local Governing Body

Ratification Date:

Date of Next Review:

Appendix A

Topic	Pupils should know
Families	- 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
Respectful relationships, including friendships	- 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

Online and media	- 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	- 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)

Intimate and sexual relationships, including sexual health	• 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 and menopause. • 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 B

Year group PSHE Overview:

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	What is a Healthy Routine	Consent	Online safety - Social networking	Healthy Lifestyle - Mental and Physical Health	To know what puberty is and when to expect it.	First Aid - Primary survey
2	Healthy Eating	What Makes a Good Friend? / How Can I Be a Good Friend	Online safety - Online friendship	Effects of Smoking	To understand what changes are likely to occur in the body.	First Aid - Primary survey
3	Physical Exercise	How to Behave When Relationships Break Down	Online safety - Sharing images and videos	Social Factors / Reasons for smoking	To be aware of how puberty may make them feel.	First Aid - Recovery Position
4	How do I get into a healthy routine?	Anti-Bullying	Online safety - Gaming	Vaping - Trends / Impact	To develop resilience over body image and know how to cope with body changes.	First Aid - Recovery Position
5	Should I be looking to make any changes?	Peer Pressure	Online safety - Safer Internet Day session	Scenarios / Introduction to Peer Pressure	To understand how the media can portray body image and the flaws of this.	First Aid - Choking

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Mental Well Being - how do we keep our mind well?	Changing relationships: At home and in School	Online safety - Staying safe	The Law - Using and Supplying	To understand what pregnancy is and understand the stages of pregnancy.	First Aid - Primary Survey recap
2	How can exercise help our mental well being?	Respect and Tolerance	Online safety - Evidencing cyber abuse online	Effects of Alcohol and drugs on physical and mental health	To know what contraception is, different types and the purpose of it.	First Aid - CPR
3	How can exercise help me to maintain a healthy weight and an active lifestyle?	Consent	Online safety - Sharing information safely online	Impact on relationships and Grooming	To understand what STI's are and the harm they can cause.	First Aid - CPR
4	How does a balanced diet help me to adopt a balanced lifestyle?	Friendships found Online	Online safety - Rise above bullying and cyberbullying	Grooming	To understand different attitudes towards contraception and how these vary.	First Aid - CPR
5	Should I be looking to make any changes?	Sexual Harassment	Online safety - Safer Internet Day session	County Lines	To check knowledge of previous learning across the SOW	First Aid - Severe Allergies

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Physical, mental and social health currently being updated	Consent	Online safety - Cyberbullying	What is Addiction? Are all addictions bad?	To understand different types of drugs available (e.g. legal/illegal).	Financial Capability - salaries
2	Physical, mental and social health currently being updated	Consent Continued	Online safety - Cyber crime	Physical Impacts of Addiction (Drugs and Alcohol)	To look at the effect that different types of drugs will have on the body.	Financial Capability - salaries NI and Tax
3	Physical, mental and social health currently being updated	Coercisive Control	Online safety - Use of social media	Psychological Dependence (Drugs and Alcohol)	To understand how alcohol impacts us and the side effects.	Financial Capability - bank accounts
4	Physical, mental and social health currently being updated	Online Relationships and Grooming	Online safety - Social media and mental health	Case Study - "Toby's Story"	To look at how our peers may influence us and what we can do.	Financial Capability - savings
5	Physical, mental and social health currently being updated	Sexting and Taking Photographs	Online safety - Safer Internet Day session	Debate!	To understand the wider impact of drugs (e.g. media, social attitudes and addiction).	Financial Capability - borrowing/debt

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Physical, mental and social health currently being updated	Sex, The Law and Being Ready	Online safety - Social networking	Facts about Cannabis and Nicotine	To recap the different contraception options available and explore some of the myths regarding contraception.	Finance - Tax and National Insurance
2	Physical, mental and social health currently being updated	Am I in a Good Relationship?	Online safety - Cyberbullying	Mental Health and possible effects of Nicotine and cannabis	To look at the effectiveness of contraception and which methods are the most successful.	Finance - Tax and National Insurance
3	Physical, mental and social health currently being updated	Gaslighting	Online safety - Pornography and the law	Social and Economic Factors of Nicotine and Cannabis	To consider the moral viewpoint of contraception and understand both sides of the argument.	Finance - Gross and Net pay
4	Physical, mental and social health currently being updated	How to end an unhealthy relationship	Online safety - The risks of ornography	Managing Influence	To recap STI's, looking at what they are and the support available.	Finance - Self Employment
5	Physical, mental and social health currently being updated	Harassment and Stalking	Online safety - Safer Internet Day session	Why have some countries legalised cannabis?	To understand where to go for more information regarding contraception and what help is available.	Finance - Why pay Income Tax

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Physical, mental and social health currently being updated	To learn more about Consent	Online safety - Risks online	Facts about Alcohol & The Law	To look at the physiological effect of alcohol and drugs on the body.	
2	Physical, mental and social health currently being updated	To Explore Sexual Harrassment and Rape Culture	Online safety - Online Habits	Facts about MDMA & The Law	To look at social influences in regards to alcohol and drugs.	
3	Physical, mental and social health currently being updated	To Understand Sexual Harrassment and Rape Culture Continued	Online safety - Gaming habits	Effects of Alcohol and MDMA (Physical & Psychological)	To look at the risk of drugs/alcohol abuse.	
4	Physical, mental and social health currently being updated	To Explore Sexual Harrassment and Victim Blaming	Online safety - Online Gambling	Social and Economic Factors of alcohol and MDMA	To explore addictive behaviours and the risk of these.	
5	Physical, mental and social health currently being updated	To Understand the Motivations and Contexts in Which Sexual Images are shared, and Legal, Emotional and Social Consequences	Online safety - Safer Internet Day session	Should alcohol be made illegal? Why is it legal?	To explore the media's views on drugs/alcohol and whether the behaviours are being normalised.	

Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Physical, mental and social health currently being updated	To Understand Consent	Online safety - healthy relationship with social media	Facts about Ketamine	To look at different types of contraception and which methods are the most successful.	First Aid - Dealing with an Emergency
2	Physical, mental and social health currently being updated	To Discuss Victim Blaming: Scenarios	Online safety - Online dating	Facts about Magic Mushrooms	To explore how contraception may be used within a relationship and the impact of coercive behaviour.	First Aid - recap on how to deal with choking
3	Physical, mental and social health currently being updated	Coercive control and Gaslighting	Online safety - Radicalisation	Effects of Ketamine and Magic Mushrooms	To look at different viewpoints of groups of people towards contraception (religious, ethic etc.)	First Aid - seizures
4	Physical, mental and social health currently being updated	The importance of stable, committed relationships.	Online safety - Radicalisation	Case Study/Scenarios	To understand what happens when contraception fails and the positive and negatives of unplanned pregnancy.	First Aid - recap of recovery position
5	Physical, mental and social health currently being updated	To Understand the Importance of Sex and Respect	Online safety - Safer Internet Day session	Debate!	To understand the implications of contraception, looking at any side effects and considerations.	

Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Physical, mental and social health currently being updated	To understand Consent, Date Rape and Sexual Assault	Online safety - healthy relationship with social media	Facts about Cocaine, Ecstacy and Alcohol (Party/Working Culture)		
2	Physical, mental and social health currently being updated	To understand the potential impact of the portrayal of sex in media, including on sexual attitudes, expectations and behaviours	Online safety - Online dating	Mental Health and possible effects of Cocaine, Ecstacy and Alcohol (Party/Working Culture)		
3	Physical, mental and social health currently being updated	To understand the impact of the portrayal of sexual relationships depicted in pornography.	Online safety - Cybercrime	Social and Economic Factors of Cocaine, Ecstacy and Alcohol (Party/Working Culture)		
4	Physical, mental and social health currently being updated	To recognise the impact of drugs and alcohol on choices, sexual behaviour and consent.	Online safety - Radicalisation	Managing Influence		
5	Physical, mental and social health currently being updated	To understand how to Safely Date Online and Via Apps.	Online safety - Safer Internet Day session	Case Study/Scenarios - Drugs and Alcohol combined		

Appendix C

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	
Staff signature	