

Relationship & Sex Education Policy

The Aim of Relationships & Sex Education

The aim of Relationships and Sex Education (RSE) is to enable students to learn about what makes healthy relationships, including with family, friends and online relationships, how to recognise unhealthy behaviour in relationships and how to seek help if they feel unsafe. It also aims to help students understand how bodies change and develop, how to stay safe in sexual relationships and how to stay healthy in a sexual relationship. It aims to:

- Support students to develop self-respect, confidence and empathy
- Provide a framework in which sensitive discussions can take place
- Support students with puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach students the correct vocabulary to describe themselves and their bodies.
- Teach developmentally appropriate curriculum that respects the diversity of families and faith in our community.
- RSE is not about the promotion of sexual activity.

Statutory Requirements

From September 2020, all secondary aged pupils must be taught relationships and sex education. This applies to every school whether it is maintained, academy, free school or independent.

As an independent school we provide RSE to all students, in line with section 34 of the *Children and Social Work Act 2017*. In teaching RSE, we will give regard to guidance issued by the Department for Education as outlined in Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The teaching of RSE is in line with requirements of schools in law according to the Equality Act 2010 and the Keeping Children Safe in Education statutory guidance. The RSE curriculum at Open Box Education Centre fulfils our responsibilities as set out in the Department for Education's statutory guidance for relationships education: [Relationships and Sex Education \(RSE\) and Health Education 2019](#).

This policy has been produced in consultation with staff, the School Improvement Team and Governors. Parents and carers have access to this policy through the school website. The policy will be reviewed regularly to ensure all content is relevant and up to date.

Parental Right to Withdraw

There continues to be no right of withdrawal from any part of the school curriculum, except for sex education. Parents have the right to withdraw their children from the sex education components of RSE. That means the lessons that cover physical aspects of sexual development, sexualised behaviour, intimate relationships and sexual health. Requests for withdrawal should be put in writing and addressed to the Principal (see Appendix 3). A copy of withdrawal requests will be placed in the student's file. The Principal will discuss any such request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

Parental requests for withdrawing their child from sex education, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. There is no right to withdraw from Relationships Education.

Content and Delivery of RSE

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 friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 1.

Skills and knowledge will be taught in a developmentally appropriate way. Teaching methods are a combination of sharing information, facilitating discussions and exploring issues and values. Lessons will be delivered by staff who are appropriately trained to deliver this subject. The Department for Education has set out guidance on what children should learn by the end of secondary school, under a series of themes which are set out in Appendix 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).

Who is Responsible for the RSE Curriculum?

The Governing Body will approve the RSE policy and hold the Principal to account for its implementation.

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing any requests to withdraw students from sex education components of RSE. The Principal is also responsible for ensuring that any young

person who was previously withdrawn from sex education but wishes to receive it during the 3 terms before they turn 16 is provided with sex education.

Teaching staff are responsible for:

- Delivering RSE in a sensitive way, taking account of students' cultural and faith backgrounds
- Modelling positive attitudes to RSE, as with any other subject
- Monitoring students' learning in order to ensure they make progress
- Responding to the needs of individual students

- Responding appropriately to students whose parents wish them to be withdrawn from the sex education components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching aspects of RSE should discuss the concern with the Preparation for Adulthood Lead.

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, as they would be expected to in any other lesson.

Staff Training

Staff are trained in the delivery of RSE where appropriate. The Principal may also invite external visitors, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring Arrangements for the Delivery of the PSE Curriculum

The delivery of RSE is monitored by the Principal through a cycle of termly learning walks and teacher coaching meetings. This policy will be reviewed by The Preparation for Adulthood Lead and Principal and approved by the Governing Body.

Approved by: (Principal)..... (date)

Authorised by:..... (Chair of Governors) (date)

To be reviewed every: 2 Years

Next review date: January 2025

Date of Review	Reviewed by	Date of next review
Dec 2020 version 1.0	Zoe Tingey	Jan 2023
March 2023 version 1.1	Alison Dolan	Jan 2025

Appendix 1

Relationships & Sex Education Topics

	Lesson Topic
1	What makes a good parent?
2	The importance of healthy friendships and relationships (including online safety)
3	Why is marriage important?
4	Understanding the impact of relationship breakdown and divorce.
5	Body changes, including puberty and the menopause.
6	The human reproductive system and birth
7	Advantages/disadvantages of different methods of contraception
8	What is abortion?
9	Sexually Transmitted Infections (STIs) and how to prevent them
10	Child Sexual Exploitation (CSE), the laws around consent and rape and the impact of pornography

Appendix 2

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families

By the end of secondary school, pupils should know:

- 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

By the end of secondary school, pupils should know:

- 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

By the end of secondary school, pupils should know:

- 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

By the end of secondary school, pupils should know:

- 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

By the end of secondary school, pupils should know:

- 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.

[Relationships and Sex Education \(RSE\) and Health Education 2019](#)

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of student		DOB	
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	
Views of the student if they are within the three terms prior to turning 16.	
Decision of the Principal	
Signed:	Date: