**Meadow High School**

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| https://lh4.googleusercontent.com/lu5mbwd5LR6vmY1fvvaMJHW8a0yGXBTue5leGO0aodXHu35v4IwyAlWR0VjY0VUrSP_liIiYFk4YtVu426EwLk6ndep_bFpvqApYiKKPALiq1be7SQWEehkaZuug6I9VBtP0QyXFAIDwQMx5hA  RSE (Relationships and Sex Education)  Policy No. 20  Type of Policy: Statutory  Effective Date:  Last Revised: January 2023  External Requirement for Review: Annually |
| **Policy Owner**: SLT  **Policy Contact**: Ms Jane Richards jrichards@meadowhighschool |

# Reason for Policy

The purpose of a whole school Relationships and Sex Education policy is to:

* Explain the definition, aims and objectives of RSE
* Describe what we teach and the approaches we use.
* Reflect the changes by The Department of Education which introduced compulsory Relationships and Sex Education (RSE) for secondary pupils from September 2020. (From September 2020 it became compulsory for all schools to teach Health Education).
* 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

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum.

It is accessible to all stakeholders on the school website or by request.

As a school which values personal development in our children and young people we ensure our RSE is up to date and regularly evaluated. This is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond the provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

# Policy Statement

As a maintained secondary school, we must provide RSE to all pupils under the [Children and Social Work Act 2017.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

In teaching RSE, we must have regard to [guidance](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

We must also have regard to our legal duties set out in:

* Sections 406 and 407 of the Education Act 1996
* Part 6, chapter 1 of the [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents)
* The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Meadow High School, we teach RSE as set out in this policy.

This policy and information report is based on the statutory [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) and the following legislation:

[Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3), which sets out schools’ responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

# Scope

This policy applies to all staff and pupils at Meadow High School. All teaching staff teach RSE as part of the Science or PSHE Curriculum.

# Definitions

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.

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health, It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line.

# Procedures

Procedures outline how the policy’s requirements will be met.

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| **5.1 Responsibilities** | |
| The Governing Body | The governing body will approve the RSE policy, and hold the headteacher to account for its implementation. |
| 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. |
| Staff | Staff are responsible for:   * Delivering RSE in a sensitive way * Modeling 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.  The teachers in charge of RSE at Meadow High School are Ms Emilie Bergin and Mrs Jenny Evans. |
| Pupils | Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. |

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| **5.2 Aims and Values** | |
| Subject | Procedure |
| Subject | Procedure |

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| **5.3 Monitoring and Review** | |
| Monitoring | The RSE programme is monitored by:  • Lesson planning and observations  • Teacher monitoring  • Pupil feedback  The delivery of RSE is monitored by:the Humanities and PSHCE Faculty Leader  Pupils’ development in RSE is monitored by class teachers as part of our assessment systems (EfL - Education for Learning).  This policy will be reviewed by the teacher responsible for Humanities and PSCHE every year, At every review, the policy will be approved by the governing board of Meadow High School. |

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| **5.5 Curriculum** | |
| Scheme of Work/Content | The PSHE Association’s Programme of Study document covers the key concepts, skills and topics at different key stages which should be covered as part of a comprehensive programme. <https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=495>  The Meadow High School Programmes of Study and Schemes of Work provide further detail of the content delivered to the children and young people. These are available via the school website, electronically on the staff area and physically in the PSHE subject folder (shared drive) and Google Doc folder. |
| Use of external organisations and materials | We will make sure that any agency and any materials used are  appropriate and in line with our legal duties around political  impartiality.  The school remains responsible for what is said to pupils.  This Includes making sure that any speaker, tools and resources  used don’t undermine the fundamental British values of democracy  the rule of law, individual liberty, and mutual respect and tolerance of  those with different faiths and beliefs.  We will:   * make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balance, and the resources they intend to use:  1. are age appropriate 2. are in line with pupils’ needs and developmental stage 3. comply with:   § This policy  § The [Teachers’ Standards](https://www.gov.uk/government/publications/teachers-standards)  § The [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents)  § The [Human Rights Act 1998](https://www.legislation.gov.uk/ukpga/1998/42/contents)  § The [Education Act 1996](https://www.legislation.gov.uk/ukpga/1996/56/contents)  Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses  Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum  Review any case study materials and look for feedback from other people the agency has worked with  Be clear on:  o What they’re going to say  o Their position on the issues to be discussed  Ask to see in advance any materials that the agency may use  Know the named individuals who will be there, and follow our usual safeguarding procedures for these people  Conduct a basic online search and address anything that may be of concern to us, or to parents and carers  Check the agency’s protocol for taking pictures or using any personal data they might get from a session  Remind teachers that they can say “no” or, in extreme cases, stop a session  Make sure that the teacher is in the room during any sessions with external speakers  We **won’t**, under any circumstances:  Work with external agencies that take or promote extreme political positions  Use materials produced by such agencies, even if the material itself is not extreme |

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| **5.7 How pupil progress is assessed and recorded** | |
| Assessment | Teaching and learning of RSE will be assessed by:  • Student self-assessment  • Evidence recorded on Evidence for Learning (EfL)  • Teacher assessment  • Peer assessment |

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| **5.9 Teaching strategies** | |
| Delivery | RSE focuses on giving young people the information they need to 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   These areas of learning are taught within the context of family life,  (taking care to ensure these include single-parent families, LGBT  LGBTQ+ families, families headed by grandparents, adoptive parents  foster parents/carers, amongst other structures) along with reflecting  that some children may have a different structure of support  (i.e CLA or young carers).  Delivery across the curriculum e.g. biological aspects through the  Science curriculum and other aspects through English, Drama,  Geography and as appropriate  . • Including and compromising but not limited to; quizzes, case studies, research, role play, video and small group discussion.  • A wide range of teaching methods can be used to enable students to actively participate in their own learning  .• Embedding within the PSHE Curriculum at a whole school level  • Opportunities for each year group in form tutor time  • Specific groups or individuals identified.  • Enhanced collapsed timetable days. |
| Interventions | A pupil may be referred to receive a Relationships and Sex Education intervention; this may be on an individual basis or as part of a selected group  A referral can be made by a member of staff or parents/carers if there are concerns relating, but not limited to; inappropriate touching, appropriate relationships, body image, changes during puberty, peer pressure, LGBT, human reproduction, boundaries, choices, risk and consequences. These support systems and interventions are available to all pupils. Individuals are selected and a tailored plan is delivered to meet their needs.  Parents/carers will be informed by letter when a pupil accesses this intervention. Parents/carers have the right to opt out by contacting the school directly. The young person must always be offered the opportunity to discuss their sexual health in a private, confidential environment.  All personal information and records are stored securely onsite in accordance with the Data Protection Act 2003 and are not shared with outside agencies, except in the instance of a safeguarding referral procedure. |
| Inclusivity | We will teach about RSE in a manner that:   * considers how a diverse range of pupils will relate to them * is sensitive to all pupils’ experience * during lessons, makes pupil feel  1. safe and supported 2. able to engage with key messages   We will also:   * make sure that pupils learn about these topics in an environment that’s appropriate to them, for example in:  1. a whole class setting 2. small groups or targeted sessions 3. 1:1 discussions 4. digital formats  * Give careful consideration to the level of differentiation needed |

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| **5.11 Use of resources** | |
| Considerations | We will consider whether any resources we plan to use:   * are aligned with the teaching requirements set out in the statutory RSE guidance * would support pupils in applying their knowledge in different contexts and settings * are age-appropriate * are evidence based and contain robust facts and statistics * are from credible sources * are compatible with effective teaching approaches * are sensitive to pupils’ experiences and won’t provoke distress |

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| **5.12 Staff Training** | |
| Staff training | Staff are trained on the delivery of RSE as part of our continuing  professional development (CPD) calendar.  The headteacher will also invite visitors from outside school, such as  school nurses or sexual health professionals, to provide support  and training to staff teaching RSE. |

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| **5.12 Parents, right to withdraw** | |
| Right to withdraw | Parents have the right to withdraw their children from the non-science/non-statutory components of sex education within RSE up to and including 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.  Requests for withdrawal should be put in writing using the form provided in Appendix 3 of this policy and addressed to the headteacher,  A copy of withdrawal requests will be placed in the child’s educational record.  Alternative school work will be given to pupils who are withdrawn from sex education. |

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| **5.13 Specific issues** | |
| Language | What kind of language will be considered acceptable and appropriate for use inRSE lessons? All staff will:  : • Openly teach pupils what ‘slang’ words mean (where appropriate) and that some are offensive  . • Use inclusive language (such as partner instead of boyfriend/girlfriend).  • Use correct terminology as this is deemed good practice  • Avoid the use of any slang. It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles.  Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours. The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community – both in and out of lessons.  Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Children and primary and secondary level need to know that using the word ‘gay’, to mean something is rubbish is wrong. See also ‘The LGBT Issue’ e-magazine for inclusive RSE and challenging homophobia, biphobia and transphobia (Sex Education Forum, 2014). |
| Safeguarding | Some issues may result in children and young people making disclosures which will be addressed in line with school safeguarding policy and procedures.  RSE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.  State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is available (Keeping Children Safe in Education, 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM).  School summer holiday, is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools. The Multi Agency Support Team plays an important role in ensuring Meadow High School meets these requirements through:   * staff training and awareness * daily support in school to pupils,parents/carers and staff * liaison with external agencies. |
| Confidentiality | Staff will follow the school's policy with regard to confidentiality. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff. A member of staff cannot promise confidentiality if concerns exist |

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| **5.15 Dissemination of the policy** | |
| Parent/carer access | The policy is published on the Meadow High School website, and  a copy provided upon request. |
| Staff | This policy is published on the school shared drive. |

# Forms

Links to any forms needed to meet the policy’s requirements. Use of links recommended, however, forms can also be uploaded directly to the policy page, if necessary.

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| Title | Link |
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# Enforcement

Any noncompliance or abuse of this policy could result in a disciplinary issue or dismissal.

# Related Information

List related policy documents and/or external documents that provide helpful, relevant information to the policy. Use of links is recommended, but appendices and other related documents can also be uploaded directly to the policy page, if necessary.

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| Resource | Link |
| Gender and Sexuality Staff Guidance |  |
| DfE Keeping Children Safe in Education 2018 |  |
| DfE SEND Code of Practice |  |
| Section 175: Education Act 2002 (which outlines a school’s duty to safeguard and promote the welfare of its pupils. |  |

# Policy History

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| Revision Date | Author | Description |
| 01/07/2020 | Jane Richards | review/update |
| 01/09/2021 | E. Bergin | review update |
| 15/11/2022 | Jane Richards (AHT) | review/update |

# Forms

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Appendix 1: Curriculum Map

**RSE SOW Overview**

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| **YEAR / TERM** | **YEAR 7** | **YEAR 8** | **YEAR 9** | **YEAR 10** | **YEAR 11** | **YEAR 12**  **6th Form** | **YEAR 13**  **6th Form** | **YEAR 14**  **6th Form** |
| **AUTUMN** | **Body awareness (Part 1)**  *(Changing adolescent body)*  *\*Inc discrete coverage of FGM topic* | **Staying safe**  *(Online and media)*  **Inc. Extremism and prevent/ gangs/ trafficking.** | **Intro to contraception**  *(Health Prevention)* | **Sexual Health**  *(Relationships and the law)*  *\*Inc discrete coverage of FGM topic* | **Hygiene**  *\*Inc discrete coverage of FGM topic* | **Thinking about relationships**  **(inc families)**  *\*Inc discrete coverage of FGM topic* | **Puberty**  **Gender and sexual Orientation** | **Sex, behaviour and the law**  **Relationships**  **LGBTQ**  *(Respectful relationships inc friendships)*  \*Inc. Domestic abuse |
| **SPRING** | **Hygiene**  *\*Inc discrete coverage of breast ironing.* | **Family differences / relationship**  **LGBTQ**  \*Inc. Domestic abuse | **Social pressures**  *(Drugs awareness)*  \*Mental Health Awareness | **STIs**  *(Being safe)*  *\*Inc discrete coverage of breast ironing.* | **Contraception**  *\*Inc discrete coverage of breast ironing.* | **Good Friendships**  **Bad Friendships**  **Exploitation**  **knife crime** | **Attraction, focus or arousal and masturbation**  **Hygiene**  *\*Inc discrete coverage of FGM topic* | **Healthy wellbeing, good relationships and cyber safety**  **Negotiation / saying no**  *(Drugs awareness)*  *\*Inc discrete coverage of FGM topic* |
| **SUMMER** | **Public /private**  **Relationships** | **Puberty**  *\*Inc discrete coverage of FGM topic* | **Body image / bullying**  **LGBTQ**  *(Changing adolescent body)*  *\*Inc discrete coverage of FGM topic* | **Sexual diversity / bullying**  **LGBTQ**  **Sexual harassment** | **Parenting responsibilities** | **Puberty**  **National services**  **Online safety**  **NSPCC “speak out and stay safe programme”**  [**online safety PSHE toolkit**](https://www.childnet.com/resources/pshetoolkit) | **Personal space and feelings of attraction**  **Having sex and staying safe**  *(Drugs, alcohol and tobacco)* | **Recap and build on prior gaps**  **Quiz and discussion**  \*Mental Health Awareness |

**RED (KS3) – Years 7 – 9 Stepping stones**

**BLUE (KS4) – Years 10 – 11**

**GREEN (KS5) – (Years 12 -14) 6th Form (see folder of resources)**

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

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| 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 in 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 characteristic and legal status of other types of long-term relationships. * The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting. * How to determine whether other children, adults or sources of information are trustworthy, judge when 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 to other people’s beliefs. * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and why to get help. * That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. * What constitutes sexual harrassment 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 individual. |
| TOPIC | PUPILS SHOULD KNOW |
| Online and media | * Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts. * 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 materials to others that they would not want shared further and to not 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 offense 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, grooming, harrassment, rape, domestic abuse, forced marriage, honour0based violence and FGM, and how these can affect current and furtire 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 can 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 pressuring others. * That they have a choice to delay sex or 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 contrac them and the 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

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| TO BE COMPLETED BY PARENTS | | | | |
| Name of child | |  | Class |  |
| Name of parent | |  | Date |  |
| Reason for withdrawing from sex education within relationships and sex education | | | | |
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| Any other information you would like the school to consider | | | | |
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| Parent Signature |  | | | |
| TO BE COMPLETED BY THE SCHOOL | | | | |
| Agreed actions from discussions with parents |  | | | |