



Roding Valley
HIGH SCHOOL

Relationships and Sex Education Policy

March 2023

*"Our vision is to be the school of choice for our local community, developing successful young people with high **aspirations**, who show **respect** for all and **endeavour** to become the very best that they can be."*

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Section 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
- In our teaching we aim to create an atmosphere where questions about personal relationships and sex can be asked and answered without embarrassment.

Section 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](#).

We also have regard to legal duties set out in:

Sections 406 and 407 of the Education Act 1996

Part 6, chapter 1 of the [Equality Act 2010](#)

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 Roding Valley High School, we teach RSE as set out in this policy.

Section 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 member of staff or working group 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 review the proposed content of the RSE curriculum and planned delivery
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



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Section 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.

Section 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.

Section 6: Delivery of RSE

RSE is taught within the Personal Development curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional. 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 [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).

Section 7: 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 speakers, 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.



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We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

Are age-appropriate

Are in line with pupils' developmental stage

Comply with:

This policy

[Teachers' Standards](#)

[Equality Act 2010](#)

[Human Rights Act 1998](#)

[Education Act 1996](#)

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:

What they're going to say

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



Section 8: Roles and Responsibilities

8.1 The Governing Board

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

8.2 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/non-science components of RSE ([see section 8](#)).

8.3 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/non-science 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.

8.4 Pupils

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

Section 9: Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-statutory/non-science 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.

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.

Alternative work will be given to pupils who are withdrawn from sex education.

Section 10: Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our 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



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Section 11: Monitoring Arrangements

The delivery of RSE is monitored by Deputy Headteacher through:

Quality Assurance learning walks, climate walks, lesson observations, book scrutiny, student voice, staff feedback, parental feedback.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Relationships and Sex Education Curriculum Map

Overview of the Personal Development curriculum for Key Stage 3 and 4 - a focus on the progressive building of key skills which will allow our young people to build their 'character', prepare them for life and future employment, allow them to know and value who they are and understand how they relate to other people in this ever-changing world.

Year / Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me differences & conflict mv influences peer pressure. online safety. sexting consequences online legislation	Bullying, prejudice & discrimination Equality Act bystanders stereotyping. challenging negative behaviour and attitudes	Celebrating success. identifying goals. employment learning from mistakes. overcoming challenges planning skills. safe & unsafe choices. substances. gangs exploitation emergency first aid	Stress and anxiety managing mental health. physical activity and mental health. effects of substances nutrition sleep vaccination and immunisation importance of information on making health choices	Characteristics of healthy relationships healthy romantic relationships. consent. relationships and change emotions within friendships being discerning. assertiveness. sexting	Puberty changes FGM. breast flattening/ironing responsibilities of parenthood. types of committed relationships happiness and intimate relationships media and self-esteem. self-image brain changes in puberty sources of help and support
Year 8 (12-13)	Self-identity family and identity. stereotypes personal beliefs and judgements. managing expectations first impressions. respect for the beliefs of others Active listening	Positive change made by others. how positive behaviour affects feelings of wellbeing social injustice. inequality. community cohesion and support multi-culturalism race and religion. prejudice LGBT+ bullying	Long-term goals skills qualifications. careers. money and happiness ethics and mental wellbeing. budgeting variation in income. positive and negative impact of money online legal responsibilities gambling issues	Long-term physical health responsibility for own health dental health stress triggers substances and mood legislation associated with substances. exploitation and substances medicine vaccinations immunisation Blood donation	Positive relationship with self. social media and relationship with self negative self-talk managing a range of relationships. personal space. online etiquette online privacy and personal safety coercion unhealthy balance of power in relationships sources of support	Types of close intimate relationships. physical attraction legal status of relationships. behaviours in healthy and unhealthy romantic relationships pornography sexualitv alcohol and risky behaviour



<p>Year 9 (13-14)</p>	<p>Perceptions about intimate relationships consent sexual exploitation peer approval grooming radicalization county lines risky experimentation positive and negative self-identity abuse and coercion coercive control</p>	<p>Protected characteristics Equality Act homophobic and racist language legal consequences of bullying and hate crime sexism ageism positive and negative language banter bullying in the workplace direct and indirect discrimination harassment victimisation Prejudice discrimination and stereotyping</p>	<p>Personal strengths health goals SMART planning links between body image and mental health non-financial dreams and goals mental health and ill health media manipulation self-harm anxiety disorders eating disorders depression</p>	<p>Misconceptions about young people's health choices physical and psychological effects of alcohol alcohol and the law alcohol dependency drug classification supply and possession legislation emergency situations first aid CPR substances and safety sources of advice and support</p>	<p>Power and control in intimate relationships risk in intimate relationships importance of sexual consent assertiveness skills sex and the law pornography and stereotypes contraception choices family planning STIs support and advice services</p>	<p>Mental health stigma triggers support strategies managing emotional changes resilience and how to improve it reflection on importance of sleep in relation to mental health reflection on body and brain changes stereotypes</p>
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Year / Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals	Improving health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumour-mongering, abuse in teenage relationships. Legislation, support and advice	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.
Year 11 (15-16)	Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality		Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe	Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	



*** Roding Valley Personal Development Charter ***	
Everyone has the right to ...	Everyone has a responsibility to ...
Participate or pass	Allow others to participate or pass
Listen and speak	Listen and allow others to speak
Privacy	Maintain privacy
An opinion	Respect difference of opinion
Learn	Allow others to learn

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
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)



	<ul style="list-style-type: none"> • 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	<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)
Intimate and sexual relationships,	<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



<p>including sexual health</p>	<ul style="list-style-type: none"> • 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
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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			