



## Desborough College Academy Trust

# Sex & Relationship Education Policy

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<b>Statutory</b>	Yes
<b>Version</b>	3
<b>Review frequency</b>	Annually
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<b>Responsible officer</b>	Mr Andy Murdoch

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Underpin the College Values and the Desborough Way
- To provide boys with a bespoke programme focusing on issues around masculinity and being male, whilst simultaneously ensuring wider gender issues and learning are provided.
- 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 • Effective RSE is a key component to our approach to safeguarding pupils

## 2. Statutory requirements

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

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Desborough College we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – a member of staff put 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 curriculum documentation and complete a survey
4. Pupil consultation – we will regularly request pupil feedback.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

#### **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. The curriculum is set out to be delivered from Year 7 to Year 13. Year on year, topics and themes will be revisited and developed appropriate to age and stage.

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.

External experts will deliver some aspects of the curriculum where appropriate

#### **6. Delivery of RSE**

- RSE is taught within the personal, social, health and economic (PSHE) education curriculum. The curriculum will be delivered by teachers via a one hour lesson each week.
- RSE themes will also be delivered in assemblies and drop-down days relevant to age and stage.
- Biological aspects of RSE are taught within the science curriculum.

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

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).

## **6a. Inclusion and differentiation**

Our RSE programmes recognise that young people will bring prior learning and real life experiences to their learning. Our programmes respect and build on these, providing programmes that reflect both the universal and unique needs of our students. In this way, the programmes recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

### **6a. Pupils with additional needs**

As far as is appropriate, young people with special educational needs follow the same RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one to one basis.

It is the school's policy not to withdraw young people with special educational needs from RSE to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement. In reading this, please also refer to the Desborough College SEN policy.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The Headteacher**

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

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/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.

Rachel Ellis will lead PSHE and RSE across the school. The lead and her team department will drive the delivery of PSHE and RSE, underpinned by initial and regular training.

## **7.4 Pupils**

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

## **8. Parents' right to withdraw**

Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, 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 at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

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.

## **9. Training**

Staff are trained on the delivery of RSE as part of their continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Rachel Ellis, lead of PSHE and RSE.

This will include:

- Teaching and Learning quality assurance in line with the internal QA process
- Learning walks and work scrutiny
- Staff and student feedback

## **11. Assessment**

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme. Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and

set personal goals and agree strategies to reach them. This process of reflective assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways. We will assess pupil's learning through; in class question and answer, discussion, group work, peer assessment, self-assessment and marking.

## **12. Review**

Trustees will review and approve this policy every year in light of guidance from the DfE, Ofsted and PSHE Association.

Appendix 1: Summary of Desborough College PSHE/RSE Curriculum

KS3 PSHE/RSE Curriculum

	Term 1 - Careers	Term 2 - Inclusion	Term 3 - Mental Health	Term 4	Term 5 - RSE	Term 6 - Physical Health
Year 7	<p><b>Our Place in the World (WW)</b></p> <p>An introduction to PSHE at Desborough, looking at how we can make the transition from primary school to secondary school.</p>	<p><b>No One an Outsider at Desborough (R)</b></p> <p>Exploring what British Values are, how discrimination can have an effect on everyone's lives and why we should be inclusive.</p>	<p><b>Positive Masculinity (HW)</b></p> <p>What does it mean to be a man? How do men cope with mental health issues? How do we lead a healthy lifestyle?</p>	<p><b>Developing Digital Literacy (R)</b></p> <p>An exploration of the impacts of using social media and the internet irresponsibly, developing a positive relationship with the internet.</p>	<p><b>Understanding Relationships (R)</b></p> <p>An introduction to consent, also looking at what romantic relationships are, as well as building healthy family and friend relationships.</p>	<p><b>How to Live Healthily (HW)</b></p> <p>Exploring the importance of a healthy diet, while also explaining the dangers of smoking, vaping and taking drugs.</p>
Year 8	<p><b>The World of Work (WW)</b></p> <p>An introduction to what skills will be needed in the workplace, and an exploration of how workplaces can be more inclusive.</p>	<p><b>Developing Men of Quality (WW)</b></p> <p>Exploring the impact of racism, and explaining how to prevent extremism and how to prevent radicalisation of young people.</p>	<p><b>Head Ed. (HW)</b></p> <p>Developing on what is started in Year 7, students focus on ways to support their wellbeing and developing resilience.</p>	<p><b>Being Financial Savvy (WW)</b></p> <p>What different payment methods can I use and how can I plan a simple budget in Year 7?</p>	<p><b>Sex Ed. (R)</b></p> <p>Recapping consent, and building students' knowledge of contraception, their sexual health and the dangers associated with watching pornography.</p>	<p><b>Substance Misuse (HW)</b></p> <p>Building on what was learned in Year 7, students take a more in-depth look at the problems caused by alcohol and drug misuse.</p>
Year 9	<p><b>Skills for the Workplace (WW)</b></p>	<p><b>Building a Cohesive Society (WW)</b></p>	<p><b>Living Your Best Life (HW)</b></p>	<p><b>Exploring Family Life (R)</b></p>	<p><b>Sex and Intimacy (R)</b></p>	<p><b>Becoming Responsible Young Men (HW)</b></p>



	Exploring what the world of work is like, and building and refining workplace skills that students may already have.	Exploring identity and our place in society, and how we can promote more inclusivity and diversity.	Explaining how to live a life that promotes positive mental and physical wellbeing.	Establishing an understanding of the different types of families and relationships, and how to overcome	Recapping consent, while diving deeper into the importance of contraception and how sex is portrayed in the media.	An exploration of how young people can get caught up in gangs and what to do should they find themselves in this situation.
				difficulties in these relationships.		

KS4 PSHE/RSE Curriculum

	Term 1 - Careers	Term 2 - Mental Health	Term 3 - Inclusion	Term 4	Term 5 - RSE	Term 6
Year 10	<p><b>The World of Work (WW)</b></p> <p>A unit work which prepares students for work experience, exploring how to write an effective CV and how to conduct themselves in interviews.</p>	<p><b>Building Our Mental Health (HW)</b></p> <p>A discussion on the problems we may face in our lives which can affect our mental health and how to overcome these obstacles.</p>	<p><b>Becoming Responsible Citizens (WW)</b></p> <p>Building upon Year 9's unit on cohesive society, discussing how society can work to avoid extremism and radicalisation.</p>	<p><b>The Art of Financial Success (WW)</b></p> <p>Explores the dangers associated with debt and pay-day loans, while also discussing the pitfalls of gambling addictions.</p>	<p><b>Talking About Sex (R)</b></p> <p>Recapping consent, while also revisiting how to maintain a positive sexual health; a further exploration of the pitfalls of pornography.</p>	<p><b>Relationships with Our Peers (R)</b></p> <p>An insight into coercive and controlling relationships with partners and with friends, and the downfalls of being negatively influenced by others.</p>
Year 11	<p><b>Life Beyond Desborough (WW)</b></p>	<p><b>Positivity in Year 11 (HW)</b></p>	<p><b>Changing Face of the Family (R)</b></p>	<p><b>RSE Finale (R)</b></p>		

	Students have the opportunity to explore the next steps in their education, and to practice entrance interviews for colleges and universities.	A unit of work to give students the tools to maintain a positive mental wellbeing throughout a busy Year 11 before exams.	An exploration of the different challenges that relationships can have, including pregnancies and miscarriages.	A final recap of what students have learned about sex and relationships, while also building knowledge of the different types of relationships that people can have.		
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KS5 PSHE/RSE Curriculum

Year 12	<b>What Employers Want (WW)</b> Developing what has been learned in earlier years, looking at mature ways to build workplace skills in preparation for parttime and full-time jobs.	<b>Looking After Myself (HW)</b> Looking at the ways in which we can build on the concept of self-love, living a life where we are happy with our mental and physical well-being.	<b>Gender and Identity (R)</b> A unit of work which discusses how everyone can identify in different ways, while also exploring feminism.	<b>Drugs Education (HW)</b> A frank discussion about the short-term and long-term effects of different classes of drugs.	<b>Sex Ed. (R)</b> Explores how students can take care of their sexual health, while also exploring how sex in the media can impact on relationships.	<b>Life in the Wider World (WW)</b> Looking at the issues faced in the world today and discussing ways we can make the world a better place.
Year 13	<b>Managing Finances (WW)</b>	<b>Head Ed (HW)</b>	<b>Life in Modern Britain (WW)</b>	<b>Social Justice (WW)</b>		

	An exploration of the pitfalls of not taking care of finances, in preparation for living away from home.	Similar to Year 11, students will learn how to maintain positivity in a challenging time in their lives.	A discussion about British Values, exploring themes on immigration and different political groups' views on what Britain should be like.	A final unit of work which will explore hate speech and extremism, offering students an opportunity to put forward ways to make the world a better place.		
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Appendix 2: By the end of secondary school pupils should know (Summary of Statutory Guidance)

TOPIC	PUPILS SHOULD KNOW
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Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>
TOPIC	PUPILS SHOULD KNOW

<p>Online and media</p>	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
<p>Being safe</p>	<p>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</p> <p>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)</p>
<p>Intimate and sexual relationships, including sexual health</p>	<p>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> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

Appendix 3: Withdrawal from RSE parental application



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

TO BE COMPLETED BY THE SCHOOL