



Relationships & Sex Education Policy

Harrow Way Community School





RELATIONSHIPS AND SEX EDUCATION POLICY

This policy, like all school policies, is to be implemented in accordance with the principles and practice stated in our Equality Scheme.

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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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained secondary school we must provide RSE to all students as per the [Children and Social work act 2017](#). In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – Key staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – a group of parents were invited to review the policy
4. Student consultation – we investigated what exactly students want from their RSE through a student voice activity
- 5.
6. 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 students, 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. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.

If students 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.

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).

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).



7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

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

7.3 Staff

Personal Development teaching staff are responsible for:

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

Personal Development is taught by staff who use resources produced by the head of Personal Development, regular meetings take place to ensure consistency and quality of delivery. If teachers have concerns about teaching RSE they are encouraged to discuss this with the head of Personal Development in the first instance.

Heads of Personal Development are Kerry Holton and Tori Blair - the Heads of Personal Development have responsibility to ensure lessons cover the statutory requirements, that lessons are of high quality, are sequenced appropriately, progress is monitored, lessons are delivered sensitively and consistently.

The Heads of Personal Development will ensure that any changes to the curriculum are reflected in the RSE curriculum, see Appendices 1 and 2.

7.4 Students.

Students 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 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. However as all elements of the Harrow way curriculum fall under the statutory requirements of sex and relationship education it is therefore unlikely parents will be able to withdraw a student from any of these lessons. If however a parent feels they would like to discuss this further with the head teacher please complete the withdrawal form.

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 student's educational record. The head teacher will discuss the request with parents and take appropriate action.

9. Training

Personal Development staff are trained on the delivery of RSE during regular meetings with the head of dept. and outside professionals.

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 the Heads of Personal Development through: learning walks, book scrutiny, student voice, staff feedback and the METAL (monitoring, evaluation of teaching and learning) process

This policy will be reviewed by the Deputy Headteacher for Personal Development annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	RSE THEMES	TOPIC/THEME DETAILS	RESOURCES
Year 7	<ul style="list-style-type: none"> -Positive relationships -Puberty -Personal safety -Reproduction 	<p>Relationships- This topic aims to teach students the importance of friendships and how to create and maintain positive friendships. Also gives students the tools to be able to recognise negative, toxic and bullying behaviour and understand how to best deal with that behaviour. Recognise the positive qualities that we have in our friends. Understand why friends are important to our mental health and our own wellbeing.</p> <ul style="list-style-type: none"> - Getting to know you - Forming friendships and friendship values. Identifying toxic behaviours. - Recognising the positive features of our own friends <p>Puberty- This topic aims to prepare students for the array of physical and emotional changes that will occur during puberty. The lessons are based on scientific facts about how the body develops through puberty and give students the tools to be able to deal with these changes. The importance of positive hygiene habits and their role in a healthy lifestyle, giving girls the education and choice of the types of sanitary products that are available to them.</p> <ul style="list-style-type: none"> - Recognise the physical changes - Recognise the emotional changes - Understanding the menstrual cycle and what to expect - Hygiene routines - Strategies to manage physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. <p>Personal Safety- This topic aims to understand how to keep safe both in the physical sense and online, recognise that not all communications online are genuine. Students to understand what is meant by the term child sexual exploitation and that it is something that occurs frequently online. Recognise the characteristics of online grooming and how to act appropriately and where to get help.</p> <ul style="list-style-type: none"> - How to keep safe online - Keeping private information safe - Recognising suspicious behaviour online - Knowing where to report suspicious behaviour to 	



		<p>Reproduction - This topic explores puberty / parts and functions / intercourse / pregnancy - The menstrual cycle prepares the female for pregnancy and stops if the egg is fertilised by a sperm. The developing foetus relies on the mother to provide it with oxygen and nutrients, to remove waste and protect it against harmful substances. Be able to: Explain whether substances are passed from the mother to the foetus or not. Use a diagram to show stages in development of a foetus from the production of sex cells to birth. Describe causes of low fertility in male and female reproductive systems. Identify key events on a diagram of the menstrual cycle. Predict the effect of cigarettes, alcohol or drugs on the developing foetus/birth</p>	
Year 8	<p>- Bullying, prejudice and discrimination</p> <p>- Family relationships</p>	<p>Bullying, prejudice and discrimination – This topic aims to educate students about making appropriate judgements about individuals regardless of common stereotypes. Encourage students to create their own, unbiased opinion of individuals based on that person’s individual merit.</p> <ul style="list-style-type: none"> - Prejudice and discrimination origins. - Discrimination focused on the homosexual community. - Use of derogatory language toward the homosexual community. - Understanding different types of bullying including cyberbullying. <p>Family relationships- This topic aims to educate students about the different types of family and family structures. Focusing on the need for positive family values over the relevance of family structure. We will understand the normal behaviours that siblings will go through. Looking at the importance of marriage in today’s society and society’s attitude towards divorce.</p> <ul style="list-style-type: none"> - Different types of family (nuclear, blended, foster etc.) - Values within a family which make it a positive environment for everyone. - Sibling rivalry - Marriage and divorce 	
Year 9	<p>- Growing up and sexual maturity</p>	<p>Growing up- This topic aims to educate students further about their developing bodies and the changing relationships between them and others around them such as friends and parents, and address the growing attraction to others (sexual relationships). Understanding teenage stereotypes and forming our own person.</p>	



	<ul style="list-style-type: none"> - Contraception - FGM - Body Image - Healthy Relationships 	<p>- Are you a stereotypical teenager?</p> <p>Contraception- This topic aims to give students the understanding of various types of contraception and how to choose and access the appropriate form of contraception. Students will understand the social influences around them that may pressurise them to have sex. To understand that mixing alcohol, can lead to making poor decisions and putting an individual in a vulnerable position.</p> <ul style="list-style-type: none"> - The right contraception - Influences and condoms <p>Female genital mutilation- This topic aims to educate students about the risks and myths surrounding FGM. To understand the dangers and surrounding FGM. To understand that FGM is against the law and that if they suspect anyone targeted for female circumcision they know who to report it to.</p> <ul style="list-style-type: none"> - FGM, myths and risks. <p>Body Image – This topic aims to address the social pressures that young people face when dealing with their body image and understanding how social media could pressurise and give young people unrealistic expectations on what they should look like.</p> <p>Healthy Relationships – This topic aims to identify the positive components of a healthy relationship; family, friend, and intimate. To identify how certain characteristics and behaviours may lead to an unhealthy relationship, and understand what features contribute to a thriving and healthy relationship.</p>	
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<p>Year 10</p> <ul style="list-style-type: none"> - Physical, emotional and social effects of pornography -Sexuality - Effective communication in relationships & Consent - Pregnancy and pregnancy options - Effective contraceptive methods - Common STIs - Healthy relationships - Fertility 	<p>Physical, Emotional and Social effects of Pornography – This topic aims to identify the various reasons as to why people have sex, and exploring the positive and negative reasons. Identifying the laws that surround the use of pornography and educate student’s effects of regular use of pornography.</p> <p>Sexuality – This topic aims to identify the various types of sexualities and exploring some of the prejudices that still exist towards non-heterosexual individuals. Discussion based around prejudices and stigmas, and how we can tackle those prejudices.</p> <p>Effective Communication – This topic aims to encourage positive, mature and helpful conversation in a relationship. Recognise the various reasons why someone may not want to engage in sex with a partner, and that pressuring a partner is unacceptable. Understanding the term consent, and understanding the boundaries for engaging in sexual acts.</p> <p>Pregnancy and pregnancy options – Recognise one of the consequences of having unprotected sex. Understand the various options available when faced with an unplanned pregnancy. Recognise the physical, social and emotional impacts of being pregnant, particularly as a teen.</p> <p>Effective contraception methods – Recognise the wider range of contraceptive methods, analysing the pros and cons, and effectiveness for each method and understanding how life circumstances and lifestyle can determine the best type of contraceptive method.</p> <p>Common STIs – Gain knowledge on common STIs and how they are contracted. Understanding the effects of the STIs and how they can have both short term and long term effects on the body. Tackle the stigma attached to STIs and know where to seek medical help if an STI is suspected.</p> <p>Healthy Relationships – This topic aims to help students recognise the characteristics of a healthy and an unhealthy relationship. Identifies types of negative/abusive/controlling behaviours that a partner may exhibit. Gain and develop skills that will help students identify abusive behaviours before they progress further and become more damaging. Students to develop ideas on how to safely remove themselves from unhealthy/abusive behaviour. Identify where to find informal and formal help.</p>	
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	<p>Fertility - In this topic students should be able to describe the roles of hormones in human reproduction, including the menstrual cycle. During puberty reproductive hormones cause secondary sex characteristics to develop.</p> <p>Oestrogen is the main female reproductive hormone produced in the ovary. At puberty eggs begin to mature and one is released approximately every 28 days. This is called ovulation.</p> <p>Testosterone is the main male reproductive hormone produced by the testes and it stimulates sperm production.</p> <p>Several hormones are involved in the menstrual cycle of a woman.</p> <ul style="list-style-type: none"> - Follicle stimulating hormone (FSH) causes maturation of an egg in the ovary. - Luteinising hormone (LH) stimulates the release of the egg. - Oestrogen and progesterone are involved in maintaining the uterus lining. <p>Students should be able to evaluate the different hormonal and non-hormonal methods of contraception.</p> <p>Fertility can be controlled by a variety of hormonal and non-hormonal methods of contraception. These include:</p> <ul style="list-style-type: none"> - Oral contraceptives that contain hormones to inhibit FSH production so that no eggs mature - Injection, implant or skin patch of slow release progesterone to inhibit the maturation and release of eggs for a number of months or years - Barrier methods such as condoms and diaphragms which prevent the sperm reaching an egg - Intrauterine devices which prevent the implantation of an embryo or release a hormone - Spermicidal agents which kill or disable sperm - Abstaining from intercourse when an egg may be in the oviduct - Surgical methods of male and female sterilisation. <p>Students should be able to explain the use of hormones in modern reproductive technologies to treat infertility. This includes giving FSH and LH in a 'fertility drug' to a woman. She may then become pregnant in the normal way.</p>	
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		<p>In Vitro Fertilisation (IVF) treatment.</p> <ul style="list-style-type: none"> - IVF involves giving a mother FSH and LH to stimulate the maturation of several eggs. - The eggs are collected from the mother and fertilised by sperm from the father in the laboratory. -The fertilised eggs develop into embryos. - At the stage when they are tiny balls of cells, one or two embryos are inserted into the mother’s uterus (womb). <p>Understand social and ethical issues associated with IVF treatments. Although fertility treatment gives a woman the chance to have a baby of her own:</p> <ul style="list-style-type: none"> - it is very emotionally and physically stressful - the success rates are not high - It can lead to multiple births which are a risk to both the babies and the mother. 	
Year 11	Alcohol	<p>Alcohol – To understand how the consumption of alcohol can have a damaging effect on a relationship. That alcohol can alter an individual’s character, which may lead to issues with friendships and relationships. Understand that behaviour that is influenced by alcohol can have wider social impacts, such as job loss and criminal charges. Understand that friends who pressure each other to drink may be a sign of a toxic/unsupportive/unhealthy friendship. Recognise that most individuals who consume alcohol heavily on a regular basis, tend to have very poor relationships including friends, family and intimate.</p>	



Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS 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) ● 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



<p>Online and media</p>	<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
<p>Being safe</p>	<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)
<p>Intimate and sexual relationships, including sexual health</p>	<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 ● 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 pressuring 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 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			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Committee Responsible for Review:	S&C Committee
Ratified by Governing Body:	15/04/2024
Date of next Review due by:	April 2027