



NORTHFIELD SCHOOL & SPORTS COLLEGE

REALTIONSHPIS AND SEX EDUCATION POLICY

Version:	9.0
Issue Date:	October 2020
Governing Body Approval - Date:	19 October 2020
Policy Review Date:	July 2021

1. Introduction

Our Relationship and Sex Education policy (RSE) takes into account the revised National Curriculum (2014) alongside the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy should be read in conjunction with the following:

- Safeguarding Policy
- SEN Policy
- Positive Behaviour Policy
- Pupil Wellbeing Policy
- Supporting pupils with Medical Conditions Policy

2. Aims

The aims of Relationships and Sex Education (RSE) at Northfield 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

These aims are underpinned by our three core values of respect, resilience and honesty.

3. Statutory Requirements

As a maintained secondary school, we must provide RSE to all pupils 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.

4. 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 staff 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 attend a meeting about the policy
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

5. Roles and Responsibilities

5.1 The Governing Body

The governing body approves the RSE policy and holds the Headteacher to account for its implementation.

5.2 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 sex education (see section 8).

5.3 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 including those with SEND
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of sex education.

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.

5.3 Pupils

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

6. Curriculum

Our curriculum is set out as per appendix 1 and 2 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 do not seek answers online, which may be inaccurate.

7. Delivery of RSE

RSE is taught within our life skills curriculum. This includes timetabled lessons, as well as a combination of wider enrichment events and activities delivered during morning form time. Pupils also receive standalone 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:

- Within families
- Respectful relationships, including friendships
- Online and social media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see appendix 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).

Biological aspects of RSE are taught within the science curriculum, and other aspects are covered across other areas of the curriculum. Examples of what pupils should know are outlined below:

National Curriculum Science

- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- The facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage
- 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.
- Key facts about puberty, the changing adolescent body and menstrual wellbeing.

National Curriculum RE

- That there are different types of committed, stable relationships.
- 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, for example, “married”, 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.

National Curriculum PE

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular disease.
- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

National Curriculum ICT

- Their rights, responsibilities and opportunities online, including the fact that the same expectations of behaviour apply in all contexts, including online.

- About online risks, including the fact that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Explaining why 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.
- Explaining how 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.
- Making it clear that sharing and viewing indecent images of children (including those created by children) is a criminal offence, which carries severe penalties including jail.
- Explaining how our information and data is generated, collected, shared and used online.

National Curriculum Technology

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

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.

Requests for withdrawal should be made 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 or a designated senior leader will discuss the request with parents and take appropriate action. For those pupils who are withdrawn from sex education, alternative arrangements will be provided via our Personalised Learning Centre (PLC).

9. 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 may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where it is deemed appropriate to do so.

10. Monitoring Arrangements

The delivery of RSE is monitored by the Guidance Curriculum Leader through:

- Work scrutiny
- Learning walks
- Pupil voice
- Parental surveys

Class teachers as part of our formative assessment systems monitor pupils' development in RSE.

11. Review

This policy will be reviewed annually.

13. Data Privacy Statement

Does any review/amendment to this policy have an impact on the security of personal data or rights of individuals?

Yes/No: **Yes**

Appendix 1 – Life Skills Curriculum

Department: Life Skills			Academic Year: 2020-2021		
Context: Life Skills is taught in KS3 as 1 lesson per 2 week timetable. There are a total of 6 staff in the department although the vast majority of the lessons are taught by 1 teacher (SSt teaches 16 of 22 classes). These lessons are supported by year group drop down sessions delivered by visiting experts. In KS4 Life Skills is delivered through a combination of MFT and whole year drop down sessions. Year group tutors deliver the content in MFT and guests are invited in to deliver drop down sessions (Drop down sessions are highlighted in red below) (Assembly Themes relating to National/International Days)					
	KS3 Critical Knowledge and Skills		KS4 Critical Knowledge and Skills		
	7	8	9	10	11
<u>Autumn Term</u>	<p>RSE (Families and Respectful Relationships): What makes a good citizen?</p> <p>Positive and Healthy Friendships</p> <p>Different forms of Relationship</p> <p>Roles and Responsibilities of Parents</p> <p>Unhealthy Relationships</p> <p>Stereotyping</p> <p>Forms of Bullying</p> <p>Equality</p> <p>RSE (Basic First Aid: All year 7 pupils trained in CPR as part of 'Restart a Heart' event. They are given basic first aid training and taught how to use a defibrillator.</p> <p>Mutual Respect (Armistice Day)</p> <p>Individual Liberty (Human Rights Day)</p> <p>Democracy</p>	<p>PREVENT AGENDA: Being British</p> <p>Who are the British</p> <p>Stereotyping and the Media</p> <p>Identifying Racism</p> <p>Human Rights and Free Speech</p> <p>Extremism</p> <p>Mutual Respect (Armistice Day)</p> <p>Individual Liberty (Human Rights Day)</p> <p>Democracy</p> <p>Talk from Police on Anti-Social Behaviour</p>	<p>RSE: (Respectful Relationships and Being Safe)</p> <p>Bullying or Banter</p> <p>Positive Relationships</p> <p>Domestic Violence and Abuse</p> <p>RSE (Mental Wellbeing):</p> <p>Growth Mindset</p> <p>Personal Development – Self Discipline</p> <p>Stress</p> <p>Mutual Respect (Armistice Day)</p> <p>Individual Liberty (Human Rights Day)</p> <p>Democracy</p> <p>Talk from Police on Child Sexual Exploitation</p>	<p>CAREERS EDUCATION: Employability Skills</p> <p>External ESH Group plc scheme followed. 2 local businesses to present to year group</p> <p>Rights and Responsibilities in the workplace</p> <p>STEM Careers</p> <p>RSE: (Respectful Relationships)</p> <p>Positivity</p> <p>Relationship Types</p> <p>Revenge Porn Sexism</p> <p>Conflict Management</p> <p>Mutual Respect (Armistice Day)</p> <p>Individual Liberty (Human Rights Day)</p> <p>Democracy</p>	<p>LIVING IN WIDER WORLD: Personal Finance</p> <p>Credit and Debit</p> <p>Budgeting</p> <p>Income Tax and NI</p> <p>All year 11 pupils take part in FE education marketplace where they meet local colleges and apprenticeship providers</p> <p>RSE: (Drugs, Alcohol and Tobacco)</p> <p>Alcohol – Binge Drinking</p> <p>Drugs – County Lines Gangs</p> <p>Online Gambling</p> <p>Road Safety Talk – Delivered by Fire Brigade</p> <p>Mutual Respect (Armistice Day)</p> <p>Individual Liberty (Human Rights Day)</p> <p>Democracy</p>
<u>Spring Term</u>	<p>LIVING IN WIDER WORLD:</p> <p>Community Cohesion Discrimination and Racism</p> <p>Refugees and Asylum Seekers</p> <p>All Year 7 pupils receive a talk on Self Esteem and an introduction to RSE from external organisation called</p>	<p>CAREERS EDUCATION:</p> <p>Which Way Now:</p> <p>Preparation for 'Options'</p> <p>Careers Research: JED and E-clips</p> <p>RSE: (Mental Wellbeing)</p> <p>The importance of Mental Wellbeing</p>	<p>RSE (Intimate and Sexual Relationships)</p> <p>All Year 9 pupils receive a talk on Sex and Relationships from external organisation called RESPECT ME.</p> <p>LIVING IN WIDER WORLD:</p> <p>British Values</p> <p>Extremism Radicalisation</p>	<p>All Year 10 pupils will be visiting a local Business during this half term to raise awareness of the careers available in the local area.</p> <p>RSE (Mental Wellbeing):</p> <p>Self Esteem</p> <p>Self Confidence Benefits of Regular</p>	<p>RSE (Mental Wellbeing):</p> <p>Mindfulness</p> <p>Revision Techniques</p> <p>Memory and Study</p> <p>Rest and Sleep</p> <p>Screen Time</p> <p>Respect and Tolerance (World Religion Day)</p> <p>Individual Liberty (Holocaust</p>

Appendix 1 – Life Skills Curriculum

	<p>RESPECT ME. This covers unrealistic expectations based on advertising and social media.</p> <p>Talk from Police on Anti-Social Behaviour</p> <p>Democracy</p> <p>Dictatorship</p> <p>Political Parties</p> <p>Respect and Tolerance (World Religion Day)</p> <p>Individual Liberty (Holocaust Memorial)</p> <p>Individual Liberty (LGBT History Month)</p> <p>Mutual Respect (Women’s History Month)</p> <p>Talk from Police on Knife Crime</p>	<p>Mental Wellbeing Concerns</p> <p>The impact of behaviour on mental wellbeing</p> <p>Careers Marketplace: Wednesday 29th January Options Forms Hand in Date: Friday 27th March</p> <p>Talk from Police on Knife Crime</p> <p>Respect and Tolerance (World Religion Day)</p> <p>Individual Liberty (Holocaust Memorial)</p> <p>Individual Liberty (LGBT History Month)</p> <p>Mutual Respect (Women’s History Month)</p>	<p>Respect and Tolerance (World Religion Day)</p> <p>Individual Liberty (Holocaust Memorial)</p> <p>Individual Liberty (LGBT History Month)</p> <p>Mutual Respect (Women’s History Month)</p>	<p>self-examination and screening</p> <p>External ESH Group plc scheme followed and 2 more Businesses present to year group</p> <p>Respect and Tolerance (World Religion Day)</p> <p>Individual Liberty (Holocaust Memorial)</p> <p>Individual Liberty (LGBT History Month)</p> <p>Mutual Respect (Women’s History Month)</p>	<p>Memorial)</p> <p>Individual Liberty (LGBT History Month)</p> <p>Mutual Respect (Women’s History Month)</p>
<p><u>Summer Term</u></p>	<p>CAREERS EDUCATION:</p> <p>Careers Planning (access to JED and E-clips)</p> <p>Options at 16</p> <p>RSE (Respectful Relationships):</p> <p>Difficulties with Friendships</p> <p>Making Relationships work</p> <p>Exploited – Relationships</p> <p>Careers research homework completed throughout this half term. Parents invited in to talk to the year group about their career.</p> <p>Respect and Tolerance (Ramadan Begins)</p> <p>Democracy/Rule of Law (World Press Freedom Day)</p> <p>Health and Wellbeing</p>	<p>LIVING IN WIDER WORLD:</p> <p>My Finances</p> <p>LGBT+</p> <p>Anti-Bullying</p> <p>RSE: (Drugs, Alcohol and Tobacco)</p> <p>Alcohol – Physical and psychological risks</p> <p>Drugs – Legal and illegal drugs and their effect on Mental Health</p> <p>Drugs and the Law</p> <p>Physical and psychological consequences of addiction (Drug, Alcohol and Smoking)</p> <p>Respect and Tolerance (Ramadan Begins)</p> <p>Democracy/Rule of Law (World Press Freedom Day)</p> <p>Health and Wellbeing (Bike to School Day)</p>	<p>CAREERS EDUCATION:</p> <p>Careers research on E-clips Options at 16</p> <p>All year 9 pupils will be visiting Sunderland University for a campus tour to improve pupils awareness of their opportunities in Higher Education</p> <p>RSE: (Drugs, Alcohol and Tobacco)</p> <p>Vaping and Smoking</p> <p>Respect and Tolerance (Ramadan Begins)</p> <p>Democracy/Rule of Law (World Press Freedom Day)</p> <p>Health and Wellbeing (Bike to School Day)</p> <p>Individual Liberty (Anniversary of D-Day)</p> <p>Mutual Respect (World Ocean’s day)</p> <p>Individual Liberty (World Refugee Day and Windrush Day)</p>	<p>RSE (Mental Wellbeing):</p> <p>Revision Techniques Mindfulness</p> <p>External ESH Group plc scheme followed and 1 more Business presents to year group</p> <p>Year 10 pupils take part in mock interviews with real Businesses</p> <p>LIVING IN WIDER WORLD:</p> <p>British Values</p> <p>Extremism</p> <p>Radicalisation</p> <p>Respect and Tolerance (Ramadan Begins)</p> <p>Democracy/Rule of Law (World Press Freedom Day)</p> <p>Health and Wellbeing (Bike to School Day)</p> <p>Individual Liberty (Anniversary of D-Day)</p>	

Appendix 1 – Life Skills Curriculum

	<p>(Bike to School Day)</p> <p>Individual Liberty (Anniversary of D-Day)</p> <p>Mutual Respect (World Ocean's day)</p> <p>Talk from Police on Child Sexual Exploitation</p> <p>Individual Liberty (World Refugee Day and Windrush Day)</p>	<p>Individual Liberty (Anniversary of D-Day)</p> <p>Mutual Respect (World Ocean's day)</p> <p>Individual Liberty (World Refugee Day and Windrush Day)</p>	<p>RSE (Intimate and Sexual Relationships)</p> <p>All Year 9 pupils receive a talk on Sex and Relationships from external organisation called Brook. This will cover sexual health and pregnancy</p>	<p>Mutual Respect (World Ocean's day)</p> <p>Individual Liberty (World Refugee Day and Windrush Day)</p>	
--	--	---	--	--	--

Appendix 2 – What 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) • 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

Appendix 2 – What pupils should know

TOPIC	PUPILS SHOULD KNOW
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, including sexual health	<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 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

Appendix 3 – Parental request to withdraw child from sex education

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	