

NEWPORT GIRLS' HIGH SCHOOL ACADEMY TRUST



PROPOSED RELATIONSHIP & SEX EDUCATION POLICY

From 2020

Policy written by:	Miss H Clarke
Policy written/reviewed:	May 2020
Next review due:	June 2020
Statutory Governor Approval:	Pending

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

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 Newport Girls' High School we teach RSE as set out in this policy.

3. 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.

4. Curriculum

Our draft curriculum plan is set out in Appendix I, but we may need to adapt it as and when necessary.

The draft curriculum plan is subject to feedback from the consultation process. Feedback is welcomed from parents, pupils, staff and governors, 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.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils in Years 9 and 10 also receive stand-alone RSE sessions delivered by Brook.

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).

6. Roles and responsibilities

6.1 The governing body

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

6.2 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 components of RSE (see section 8).

6.3 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 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 Assistant Headteacher.

6.4 Pupils

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

7. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory 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 (or his nominated representative) will discuss the request with parents and take appropriate action.

This will take the form of a telephone meeting to discuss which aspects of the curriculum has been withdrawn and to decide on how the time outside of this lesson(s) will be used.

Alternative work will be given to pupils who are withdrawn from sex education.

8. Training

Staff who are teaching RSE are given the option on online training through Brook, guidance documents from the PSHE association and an annual meeting with the PSHE coordinator in order to ensure they are trained to deliver the content required.

The School 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.

9. Monitoring arrangements

The delivery of RSE is monitored by Miss H Clarke (Assistant Headteacher / PSHE coordinator) through:

- Planning meetings before teaching of RSE begins for each year group

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

This policy will be reviewed annually. At every review, the policy will be approved by the Headteacher.

Appendix I: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1	Delivered in Computing Living Sensibly in the Digital Age <ul style="list-style-type: none">• about identity, rights and responsibilities online• about living in the digital age• awareness of your digital footprint• password security and protecting your data	
Year 7	Spring 1	Delivered in PSHE Diversity <ul style="list-style-type: none">• about identity, rights and responsibilities• about living in a diverse society• how to challenge prejudice, stereotypes and discrimination• the signs and effects of all types of bullying, including online• how to respond to bullying of any kind, including online• how to support others	RiseAbove – Bullying and cyberbullying Childnet – Crossing the line

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Summer 2	<p>Delivered in Science</p> <p>Human Reproductive System</p> <ul style="list-style-type: none"> • Physical changes during adolescence • The human reproductive system, including menstrual cycle and fertilisation • How the foetus develops in the uterus, including the role of the placenta <p>Delivered in PSHE</p> <p>Building Relationships</p> <ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent 	<p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>NSPCC - Making sense of relationships</p> <p>RiseAbove – Forming positive relationships</p> <p>BBFC- Making choices: sex, relationships and age ratings</p> <p>Diana Award & ASOS - #MySenseOfSelf</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Autumn 2	<p>Delivered in PSHE</p> <p>Discrimination</p> <ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination 	<p>GEO - Anti-homophobic, biphobic and transphobic bullying project</p> <p>Dimensions - #ImwithSam</p>
Year 8	Summer 1	<p>Delivered in PSHE</p> <p>Identity and Relationships</p> <ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Spring 1	<p>Delivered in PSHE</p> <p>Respectful relationships</p> <ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services 	<p>Cumbria Council - Tackling homelessness</p> <p>Coram Life Education – Adoptables Schools Toolkit</p> <p>GEO - Anti-homophobic, biphobic and transphobic bullying project</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Summer 1	<p>Delivered in PSHE</p> <p>Intimate relationships</p> <ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online 	<p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>Home Office & GEO - Disrespect NoBody</p> <p>NSPCC -Making sense of relationships</p> <p>BBFC- Making choices: sex, relationships and age ratings</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Summer 2	<p>Brook Bitesize Workshop</p> <ul style="list-style-type: none"> • Body Beautiful • Sex and the law • STIdentity • Work it out • Gender Agenda <p>Loudmouth Theatre Production</p> <ul style="list-style-type: none"> • Working for Marcus – Grooming and Sexual Exploitation 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Spring 1	<p>Delivered in PSHE Healthy Relationships</p> <ul style="list-style-type: none"> • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy 	<p>PSHE Association - Teaching about consent</p> <p>NSPCC – Making sense of relationships</p> <p>Home Office & GEO - Disrespect NoBody</p> <p>Alice Ruggles Trust – Relationship safety</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Summer 1	<p>Delivered in PSHE</p> <p>Addressing extremism and radicalisation</p> <ul style="list-style-type: none"> • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation 	<p>PSHE Association – Inclusion, belonging and addressing extremism</p> <p>TrueTube - “Extremists’ lesson plan</p>
Year 10	Summer 2	<p>Brook Bitesize Workshop</p> <ul style="list-style-type: none"> • Contra zone • Core 4 • Sexcuses • Rubber Relay • Chat zone 	

Year 11	Spring 1	<p>Delivered in PSHE</p> <p>Communication in relationships</p> <ul style="list-style-type: none"> • about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support <p>Delivered in Computing</p> <p>Fundamentals of cyber security</p> <ul style="list-style-type: none"> • what is criminal • what threats are there, prevention and remedies <p>Legal, ethical and environmental issues</p> <ul style="list-style-type: none"> • the law e.g. GDPR • privacy v public concern • effects of computing on the environment 	<p>PSHE Association - Teaching about consent</p> <p>NSPCC - Making sense of relationships</p> <p>Alice Ruggles Trust – Relationship safety</p>
---------	----------	--	--

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Spring 2	<p>Families</p> <ul style="list-style-type: none"> • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about 'honour based' violence and forced marriage and how to safely access support 	<p>PSHE Association – Family Life: Exploring relationships, marriage and parenting</p> <p>Freedom Charity - FGM and Forced Marriage</p>
Year 11		<p>Delivered in Science</p> <p>Hormones</p> <ul style="list-style-type: none"> • the hormones in the natural menstrual cycle • hormones as contraceptives • use of hormones in IVF 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 12	Spring 1	Delivered in Computing Consequences of computing <ul style="list-style-type: none"> • Moral • Ethical • Legal and cultural issues • online privacy 	PSHE Association – Family Life: Exploring relationships, marriage and parenting Freedom Charity - FGM and Forced Marriage
Year 12	Spring 2	Delivered in PSHE <ul style="list-style-type: none"> • fitting in and managing a new environment • managing the end of relationships safely and respectfully • developing and maintaining healthy relationships – difference between love and lust • recognise verbal aggressions, how to de escalate and deal with it • Recognise, manage and escape from physical and emotional abuse • managing harassment 	PSHE Association – Family Life: Exploring relationships, marriage and parenting Freedom Charity - FGM and Forced Marriage

SRE in Religious Studies Short Course

The following topics are covered over years 9 & 10 for the GCSE RS short course:

Theme 1: Issues of Relationships

This theme requires learners to consider characteristics of relationships, marriage and family life; before students explore religious perspectives they have the opportunity to explore these issues from a secular viewpoint.

Christian Perspective	Buddhist Perspective
<p>Relationships</p> <ul style="list-style-type: none"> Christian beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men, marriage outside the religious tradition and cohabitation The nature and purpose of marriage as expressed through the Christian marriage ceremonies in Britain and teachings. Varying Christian attitudes towards adultery, divorce and annulment and separation and re-marriage. 	<p>Relationships</p> <ul style="list-style-type: none"> Buddhist beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men, marriage outside the religious tradition and cohabitation The nature and purpose of marriage as expressed through Buddhist marriage ceremonies and teachings: more a legal contract than a religious matter. Buddha – five duties of husband and wife: Buddha in Sigalovada Sutta Buddhist attitudes towards adultery, divorce, separation and remarriage. Teachings: Avoiding dukkha and bad karma
<p>Sexual Relationships</p> <ul style="list-style-type: none"> Christian teachings about the nature and purpose of sex and the use of contraception including varied interpretations of the Natural Law/Absolutist approach of Thomas Aquinas' Five Primary Precepts with reference to the second Primary Precept Diverse attitudes within and across Christian traditions towards same sex relationships, including varied interpretations of: Leviticus 18:22, 20:13 and 1 Timothy 1: 8-10 	<p>Sexual Relationships</p> <ul style="list-style-type: none"> Buddhist teachings about the nature and purpose of sex and the use of contraception: complying with the Five Precepts and the Right Action section of the Eightfold Path, but no definite prohibition. Theravada tradition; monks and nuns are often celibate, Zen tradition; monks are allowed to marry Buddhist attitudes towards same sex relationships: no official view but some may argue it goes against the Third Precept (although it is not usually viewed as negative by Western/Tirratna Buddhist)
<p>From the study of the above areas learners will gain an understanding of the following concepts:</p> <ul style="list-style-type: none"> adultery divorce cohabitation commitment contraception gender equality responsibilities roles 	

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) • 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

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)

TOPIC	PUPILS SHOULD KNOW
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: 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	