

# Relationships and sex education policy (RSE) (from 2021)

Dawlish College



**Approved by:** Local Academy Committee

**Date:** April 2021

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**Next review due by:** April 2023

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## 1. Aims

The aims of relationships and sex education (RSE) at Dawlish College 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 Dawlish 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 or working group pulled together all relevant information including relevant national and local guidance
  2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
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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

## 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.

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.

### **N.B. Summer Term 2021**

In line with the statutory guidance for delivering RSE during the current academic year following the national lockdown and the period of remote education, RSE will be delivered to Y7-10 during the week beginning Monday 7 June by taking each year group off timetable for 3 hours and delivering 2 age-appropriate taught sessions (Contraception and STI's, Healthy Relationships and The Law) followed by anonymous questions and discussion in gender-split groups. This is a one-off event for this year and, from September, the RSE curriculum will be delivered as per Appendix 1. More information about these days will be sent to parents in due course.

## 6. Delivery of RSE

At Dawlish College we aim to deliver RSE in a non-judgemental, factual way and allow scope for students to ask questions in a safe environment. We use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously. In the digital age, young people learn about sex and relationships from an increasingly young age, and some of the things they learn can be incorrect, confusing and frightening; the RSE curriculum exists to help them to make sense of it all.

In our delivery we aim to give our students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. They should know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. They should also know about contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). We teach students what is acceptable and unacceptable behaviour in relationships, helping them to understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. We teach them to understand human sexuality and to respect themselves and others, allowing them to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Our delivery of RSE supports our students, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum through a combination of 'drop-down' sessions (2 hours off timetable, once per term in each year group) and regular

slots in Tutor Time. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Citizenship and Information Technology.

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
- › What the law says about sex, relationships and young people

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 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-statutory/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.

Staff responsible for teaching RSE at Dawlish College:

Strategic responsibility for RSE:

- › **Mr S Banks (Assistant Principal)**

Teachers of RSE (through the Science, ICT/Computing Citizenship and PSHE curriculum, including tutor time and drop-down days):

- › Mr S Banks
- › Ms B Belworthy
- › Miss K-J Blackwell
- › Mr M Blackwell
- › Miss J Brookes
- › Mrs K Bukowski
- › Mrs K Chambers
- › Mrs L Chantry
- › Mr J Clements
- › Mrs H Dempsey
- › Mr S Fisher
- › Ms N Fox
- › Mrs L Hedden
- › Mr P Henderson
- › Mrs S Hillyard
- › Mr J Hornsby
- › Mr D Kidwell
- › Mr A Malcolm
- › Mrs K McGeever
- › Mrs A Moore
- › Mrs L Mort
- › Mrs E Parr
- › Miss A Reed
- › Mr T Rossiter
- › Miss T Scott
- › Mrs E Simmons
- › Mrs T Underhill
- › Mr J Waterworth
- › Mrs R Wickham
- › Mrs E Wiseman
- › Miss S Wright

## 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 have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

## 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 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 Mr S Banks, Assistant Principal through:

- › Reviewing this policy in light of changes to statutory requirements
- › Curriculum and planning scrutinies
- › Learning walks

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

This policy will be reviewed annually by Mr S Banks, Assistant Principal. At every review, the policy will be approved by the governing board.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

(Topic/theme numbers refer to the content in Appendix 2)

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS   | RESOURCES   |  |
|------------|--------|---|---|--|
| Year 7     | Autumn | <p><b><u>Citizenship - What the law says about sex, relationships and young people</u></b><br/>           Marriage; consent, including the age of consent; violence against women and girls; online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.); pornography.</p> <p><b><u>Information Technology – Internet Safety</u></b><br/>           Not revealing details; knowing who you are speaking to; adding friends; sharing pictures; choosing appropriate sites.</p> | <p><b><u>PSHE during Tutor Time</u></b><br/>           Respectful relationships, including friendships 1-8</p> <p><b><u>Drop-Down Session (2 hours off timetable)</u></b><br/>           Being safe 1,2<br/>           Intimate and sexual relationships, including sexual health 1,2</p> | <p>Examples of some of the kinds of teaching resources we use can be found below. We also have our own resources that teachers have produced themselves. Resources are chosen, checked and adapted as appropriate to suit the age range of the students being taught.</p> <ul style="list-style-type: none"> <li>• <a href="#">Better Health: Every Mind Matters</a></li> <li>• <a href="#">NSPCC Learning</a></li> <li>• <a href="#">Sexwise</a></li> <li>• <a href="#">Consent: PSHE Association lesson plans</a></li> <li>• <a href="#">Stonewall lesson plans and materials</a></li> </ul> |
|            | Spring | <p><b><u>Citizenship - What the law says about sex, relationships and young people</u></b><br/>           Abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs.</p>   | <p><b><u>PSHE during Tutor Time</u></b><br/>           Families 1-7</p> <p><b><u>Drop-Down Session (2 hours off timetable)</u></b><br/>           Intimate and sexual relationships, including sexual health 3-7</p>  |  |
|            | Summer | <p><b><u>Citizenship - What the law says about sex, relationships and young people</u></b><br/>           Extremism/radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime; female genital mutilation (FGM).</p>  | <p><b><u>PSHE during Tutor Time</u></b><br/>           Online and media 1-8</p> <p><b><u>Drop-Down Session (2 hours off timetable)</u></b><br/>           Intimate and sexual relationships, including sexual health 8-12</p>   |  |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS   | RESOURCES   |  |
|------------|--------|---|---|--|
| Year 8     | Autumn | <p><b><u>Citizenship - What the law says about sex, relationships and young people</u></b><br/>           Marriage; consent, including the age of consent; violence against women and girls; online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.); pornography.</p> <p><b><u>Information Technology – Internet Safety</u></b><br/>           Not revealing details; knowing who you are speaking to; adding friends; sharing pictures; choosing appropriate sites.</p> | <p><b><u>PSHE during Tutor Time</u></b><br/>           Respectful relationships, including friendships 1-8</p> <p><b><u>Drop-Down Session (2 hours off timetable)</u></b><br/>           Being safe 1,2<br/>           Intimate and sexual relationships, including sexual health 1,2</p> |  |
|            | Spring | <p><b><u>Citizenship - What the law says about sex, relationships and young people</u></b><br/>           Abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs.</p> <p><b><u>Science – Unit B5</u></b><br/>           Reproduction – male and female sex organs; gametes and fertilisation; menstruation; pregnancy; birth.</p>   | <p><b><u>PSHE during Tutor Time</u></b><br/>           Families 1-7</p> <p><b><u>Drop-Down Session (2 hours off timetable)</u></b><br/>           Intimate and sexual relationships, including sexual health 3-7</p>  |  |
|            | Summer | <p><b><u>Citizenship - What the law says about sex, relationships and young people</u></b><br/>           Extremism/radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime; female genital mutilation (FGM).</p>  | <p><b><u>PSHE during Tutor Time</u></b><br/>           Online and media 1-8</p> <p><b><u>Drop-Down Session (2 hours off timetable)</u></b><br/>           Intimate and sexual relationships, including sexual health 8-12</p>   |  |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS   | RESOURCES   |  |
|------------|--------|---|---|--|
| Year 9     | Autumn | <p><b><u>Citizenship - What the law says about sex, relationships and young people</u></b><br/>           Marriage; consent, including the age of consent; violence against women and girls; online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.); pornography.</p> <p><b><u>Information Technology – Internet Safety</u></b><br/>           Not revealing details; knowing who you are speaking to; adding friends; sharing pictures; choosing appropriate sites.</p> | <p><b><u>PSHE during Tutor Time</u></b><br/>           Respectful relationships, including friendships 1-8</p> <p><b><u>Drop-Down Session (2 hours off timetable)</u></b><br/>           Being safe 1,2<br/>           Intimate and sexual relationships, including sexual health 1,2</p> |  |
|            | Spring | <p><b><u>Citizenship - What the law says about sex, relationships and young people</u></b><br/>           Abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs.</p>   | <p><b><u>PSHE during Tutor Time</u></b><br/>           Families 1-7</p> <p><b><u>Drop-Down Session (2 hours off timetable)</u></b><br/>           Intimate and sexual relationships, including sexual health 3-7</p>  |  |
|            | Summer | <p><b><u>Citizenship - What the law says about sex, relationships and young people</u></b><br/>           Extremism/radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime; female genital mutilation (FGM).</p>  | <p><b><u>PSHE during Tutor Time</u></b><br/>           Online and media 1-8</p> <p><b><u>Drop-Down Session (2 hours off timetable)</u></b><br/>           Intimate and sexual relationships, including sexual health 8-12</p>   |  |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS   | RESOURCES |
|------------|--------|---|-----------|
| Year 10    | Autumn | <p><b><u>PSHE during Tutor Time</u></b><br/>Online and media 1-8</p> <p><b><u>Drop-Down Session (2 hours off timetable)</u></b><br/>Being safe 1,2<br/>Intimate and sexual relationships, including sexual health 1,2</p>   |           |
|            | Spring | <p><b><u>Science – Infection and Response</u></b><br/>Communicable diseases including STIs; hormones in human reproduction and treating infertility; risks of infertility treatment; contraception.</p> <p><b><u>PSHE during Tutor Time</u></b><br/>Respectful relationships, including friendships 1-8</p> <p><b><u>Drop-Down Session (2 hours off timetable)</u></b><br/>Intimate and sexual relationships, including sexual health 3-7</p> |           |
|            | Summer | <p><b><u>PSHE during Tutor Time</u></b><br/>Families 1-7</p> <p><b><u>Drop-Down Session (2 hours off timetable)</u></b><br/>Intimate and sexual relationships, including sexual health 8-12</p>   |           |
| Year 11    | Autumn | <p><b><u>PSHE during Tutor Time</u></b><br/>Online and media 1-8</p> <p><b><u>Drop-Down Session (2 hours off timetable)</u></b><br/>Being safe 1,2<br/>Intimate and sexual relationships, including sexual health 1,2</p>   |           |
|            | Spring | <p><b><u>PSHE during Tutor Time</u></b><br/>Respectful relationships, including friendships 1-8</p> <p><b><u>Drop-Down Session (2 hours off timetable)</u></b><br/>Intimate and sexual relationships, including sexual health 3-7</p>   |           |

## Appendix 2: By the end of secondary school pupils should know

| TOPIC   | PUPILS SHOULD KNOW   |
|---|--|
| Families  | <ol style="list-style-type: none"> <li>1. That there are different types of committed, stable relationships</li> <li>2. How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>3. 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</li> <li>4. Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>5. The characteristics and legal status of other types of long-term relationships</li> <li>6. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>7. 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</li> </ol>   |
| Respectful relationships, including friendships | <ol style="list-style-type: none"> <li>1. 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</li> <li>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>3. 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)</li> <li>4. 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</li> <li>5. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>6. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>7. What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>8. 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</li> </ol> |

| TOPIC            | PUPILS SHOULD KNOW   |
|------------------|--|
| Online and media | <ol style="list-style-type: none"> <li>1.Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>2.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</li> <li>3.Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>4.What to do and where to get support to report material or manage issues online</li> <li>5.The impact of viewing harmful content</li> <li>6.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</li> <li>7.That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>8.How information and data is generated, collected, shared and used online</li> </ol> |
| Being safe       | <ol style="list-style-type: none"> <li>1.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</li> <li>2.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)</li> </ol>   |

| TOPIC  | PUPILS SHOULD KNOW  |
|--|---|
| Intimate and sexual relationships, including sexual health | <ol style="list-style-type: none"> <li>1. 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</li> <li>2. 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</li> <li>3. The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>4. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>5. That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>6. The facts about the full range of contraceptive choices, efficacy and options available</li> <li>7. The facts around pregnancy including miscarriage</li> <li>8. 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)</li> <li>9. 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</li> <li>10. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>11. How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>12. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ol> |

| TOPIC   | PUPILS SHOULD KNOW  |
|---------|---|
| The law | <p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"><li>• marriage</li><li>• consent, including the age of consent</li><li>• violence against women and girls</li><li>• online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)</li><li>• pornography</li><li>• abortion</li><li>• sexuality</li><li>• gender identity</li><li>• substance misuse</li><li>• violence and exploitation by gangs</li><li>• extremism/radicalisation</li><li>• criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)</li><li>• hate crime</li><li>• female genital mutilation (FGM)</li></ul> |

### Appendix 3: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS   |  |             |  |
|--|--|-------------|--|
| Name of child  |  | Tutor Group |  |
| 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 |  |
|   |  |