

Tapton School

Sex and Relationships and Sex Education Policy

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COMMITTEE: PSHEE

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LEVEL OF CHANGE: Minor changes

NEXT REVIEW: March 23

Introduction

At Tapton we believe children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The aim of Relationship and Sexual Education (RSE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague, good relationship and a successful marriage, civil partnership or other type of committed relationship. It should also cover developing positive intimate relationships, feeling comfortable and not pressurising or applying pressure to have sex and contraception. It should teach about respect and what is acceptable and unacceptable behaviour in relationships. This will help students 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. At Tapton we have a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity

Aims

We aim to teach RSE sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law and the legal implications of their actions.

The school aims to prepare young people for an adult life by:

- Providing students with current and emerging information.
- Developing positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Allowing students to be aware of their sexuality and understand human sexuality.
- Allowing students to understand Lesbian, Gay, Bi, Trans, Queer, Questioning, Pansexual, Intersex and Asexual (LGBTQ+)
- Allowing students to understand the arguments for delaying sexual activity.
- Allowing students to understand the reasons for having protected sex and how to prevent unwanted pregnancy.
- Allowing students to understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Making sure students have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV.
- Making sure students know how to avoid being exploited or exploiting others.
- Allowing students to understand key information around grooming and prevention.
- Making sure students know how to access confidential sexual health advice, support and if necessary treatment; and know how the law applies to sexual relationships.
- Ensuring students understand how to gain, build and maintain a healthy lifestyle.
- Ensuring students understand how to build appropriate, healthy and positive relationships.
- Ensuring students understand how to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

- Allowing students to understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- Helping students to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk.
- Making sure students are able to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online.
- Ensuring students are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.
- Ensuring students know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion and harassment.
- Making sure students are able to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

Statutory Guidance

As a secondary school, we must provide RSE to all students as per section 34 of the Children and Social Work Act 2017, and the new statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020.

Process

Topics will, at all times, be introduced and approached objectively and sensitively. Wherever possible the programme is tailored to the pupil's understanding and not necessarily their age. Copies of the Sex and Relationships schemes of work are available on request from the Subject Lead of PSHEE.

In Y7,8 and 9 RSE is delivered by a dedicated team through a weekly timetabled period as part of the PSHEE programme. In Year 10 and 11 RSE is delivered through 10 suspended timetable days and during form time. At KS5 RSE is taught through a weekly timetable period as part of the Support and Guidance programme.

The content and programmes are planned and monitored by the Subject Lead of PSHEE. The lesson content is regularly updated linking to current emerging concerns and information globally or that that are unique to the school. In addition, relationships, values and moral consequences of abortion are delivered within the Religious Education programmes.

The curriculum is age appropriate and is adapted/developed to suit each individual cohort of students.

Guidelines for Governors and Staff

The governors are responsible for agreeing the school's overall approach to sex education.

The staff are responsible for

- Presenting the facts in an objective, balanced and sensitive manner, set within the framework of values and an awareness of the law on sexual behaviour.

- Encouraging pupils to recognise the physical, emotional and moral implications and risks of certain types of behaviour and to accept that both sexes must behave reasonably in sexual matters.
- Encouraging pupils to appreciate the values of family life.
- Responding appropriately to students whose parents wish them to be withdrawn from components of RSE.
- Where appropriate, ensuring they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception.
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.
- Making sure all points of view they may express during the course of teaching RSE are unbiased.
- Ensuring the teaching of RSE is delivered in ways that are accessible to all pupils with SEND.
- Staff who have concerns about teaching RSE are encouraged to discuss this with the Subject Lead of PSHEE and Headteacher.

Visitors and Outside Agencies

All visitors and outside agencies involved in the provision of sex education will be given a copy of the school RSE policy. They will be expected to work within the aims and guidelines contained within it and contribute to the school's overall mission statement.

Sessions taught by outside agencies are checked by the Subject Lead of PSHEE to ensure content is appropriate.

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 – All relevant information including relevant national and local guidance was pulled together.
2. Staff consultation – all school staff were given the opportunity to look at the curriculum for RSE and suggest amendments.
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.

Right to Withdraw

Under the new statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020 there is no right to withdraw from relationship education.

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE. Parents must notify the school in advance of lessons being taught and with appropriate time for school to act on the request. Parents will then be invited into School to discuss the request to ensure that their wishes are fully understood. The Subject Lead of PSHE and appropriate member of SLT will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child, e.g. the emotional and social effects of being excluded as well as the likelihood of the child hearing their peers' version of what was learned in the class rather than what was delivered by the teacher.

However, three terms before the child turns 16 years old they are legally able to make their own decision as to whether they receive sex education and a parental request of withdrawal will not be granted.

Unless there are exceptional circumstances, School will respect the parents/pupil aged over 16's request to withdraw their child. Equally school will respect the right of a child, three terms before they turn 16 and demonstrating mental capacity to be included in sex education. Requests from parents must be made annually for consideration.

Confidentiality and Safeguarding

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Teachers are advised to encourage a pupil asking for specific advice on family planning or other aspects of sexual behaviour to seek advice from their parents, and if appropriate from the relevant health service professionals.

Where the teacher believes that a pupil has embarked upon, or is contemplating, a course of conduct which is likely to place them at moral or physical risk or in breach of the law, the teacher has a general responsibility to ensure that the pupil is aware of the implications and the pupil is urged to inform their parents and/or seek professional advice. The member of staff cannot promise confidentiality to the pupil and where there is a risk that a teacher might be compromised by speaking to individual pupils, they are advised that it would be wiser to be accompanied by another member of staff. In all cases members of staff should inform a member of the school's Safeguarding Team.

Guidance in cases of suspected child abuse is clearly defined in the school's Safeguarding Policy.

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 Senior Leadership Team 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. All staff are fully trained in safeguarding in line with our policy and have received trauma informed training.

Monitoring and Evaluation

The delivery of RSE will be monitored and evaluated in line with the school intelligent accountability measures and will be led by the Subject Leader and supported by the Senior Leadership Team. Outcomes will be fed back to further develop the curriculum.

Content:

The school's Programme is aligned to the PSHE Association Programmes of Study for PSHE. Please see attached Curriculum map for all Key Stages.

Useful links for Parents

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)
[PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\), Jan 2020.pdf](https://www.pshe-association.org.uk/Programmes-of-Study-for-PSHE-Education-Key-stages-1-5-Jan-2020.pdf)
 [\(hubspotusercontent00.net\)](https://www.hubspotusercontent00.net)
<http://www.brook.org.uk/>
<http://www.sexeducationforum.org.uk/home.aspx>
<https://www.childline.org.uk/Explore/SexRelationships/Pages/SexRelationships.aspx>
<http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted>

Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Health and Wellbeing Transition and personal safety	Relationships Discrimination and Bullying	Relationships Forming and maintaining positive relationships	Health and Wellbeing Personal Safety	Living in the Wider World Study skills, aspirations, and social Media	Relationships Communication skills and consent
Year 8	Relationships Equality and Diversity	Living in the Wider World Ambitions and aspirations	Health and Wellbeing Emotional Literacy and Personal Wellbeing	Health and Wellbeing FGM and Drug, alcohol and gambling	Relationships Managing healthy relationships	Living in the Wider World Career pathways
Year 9	Living in the Wider World Internet Safety and extremism	Relationships Media and relationships	Living in the Wider World GCSE and Career Options	Health and Wellbeing Drugs, alcohol, tobacco and mental health	Health and Wellbeing Sexual Health	Relationships Consent
Year 10	Living in the Wider World Career Opportunities	Relationships Romantic relationships including abuse	Health and Wellbeing Personal Wellbeing	Living in the Wider World Finance and Budgeting	Relationships Peer influence	Health and Wellbeing Sexual Health
Form time	Work Experience	Relationship Breakdown	Health Services	Online safety	Equality and Diversity	Mental health
Year 11	Living in the Wider World Careers	Relationships Sex and family planning	Health and Wellbeing Personal Wellbeing	Relationships Abusive Relationships	Living in the Wider World Exam prep	EXAMS
Form time	Careers	Careers	Mental health and wellbeing	Relationships	Online safety and extremism	
Year 12	Relationships Transition and managing relationships	Living in the Wider World Employment rights	Health and Wellbeing Body Image and driver safety	Living in the Wider World Online Safety	Health and Wellbeing First aid and Sexual health	Relationships Consent and Contraception
Year 13	Living in the Wider World Ambitions and	Living in the Wider World Finance and Budgeting	Relationships Equality and Diversity	Health and Wellbeing Personal Wellbeing	Health and Wellbeing Mental Health	EXAMS

*The sequencing of the year plan is subject to change based on the needs of each individual year group.