

Challney High School for Girls



RSE (Relationships and sex education policy)

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Headteacher Signature	
Chair of Governors Signature	

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1. Aims

The aims of relationships and sex education (RSE) at Challney High

School for Girls are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help students develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach students the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a 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](#).

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 – The SLT lead 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 – A Google Site was created to provide information and give parents and any interested parties briefing notes of the expected changes to RSE. Parents also had the opportunity to share their thoughts and concerns via an online survey
4. Ratification – once amendments were made; the policy was shared with the Governing Body.

4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, which includes topics such as reproduction and other aspects are included in Religious Education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › Families
- › Respectful relationships, including friendships
- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2. This outlines all lessons that we deliver in each year group

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 Body

The Governing Body will hold the Headteacher to account for the implementation of this policy.

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 sex education and health education, and components of RSE (see section 8). This does not include what is taught as part of the science curriculum.

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Responding to the needs of individual pupils
- › Responding appropriately to students whose parents wish them to be withdrawn from the sex education components of RSE and health 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/Acting Deputy Headteacher.

7.4 Students

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

8. Parents' right to withdraw

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

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

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

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

9. Training

Staff will be offered training on RSE topics from external professionals and more sensitive topics can be taught by female only staff.

The Headteacher/Acting Deputy Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Acting Deputy Headteacher

- Planning day with year teams annually
- Powerful Practice, lesson visits and lesson observations
- Quality assurance processes

This policy will be reviewed annually by the Acting Deputy Headteacher. At every review, the policy will be approved by the Governing Body.

Appendix 1: Curriculum map

Theme 1-Health and Wellbeing

Theme 2-Relationships

Theme 3-Living in the wider world

YEAR 7 PROGRAMME OF STUDY

Year 7 Programme of Study

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developing good habits for learning	How can we budget our money?	Enterprise	Dream big	What do we mean by a healthy lifestyle?	What are drugs? Class A, B, and C
Aspirations	Creating a personal budget plan	Enterprise	Express yourself	How can we keep healthy - Food groups	Mental health
The importance of self esteem	Savings loans and interests	Enterprise	National careers week challenges	How can I eat responsibly - Labels and nutrition	Managing our anger
Wants and needs	What are different financial products for?	Enterprise	Bullying or banter	Consequences of not eating healthily	Puberty
An introduction to prejudice and discrimination: Racism and stereotypes	What are the different kinds of financial transactions	Enterprise	Cyber bullying	Whats the big deal about energy drinks?	Periods
An introduction to staying safe online: Safe social media	Keeping good friendships	Enterprise		Family relationships	FGM
An introduction to being ethical: Ethical consumers	Christmas quiz			The dangers of smoking	

YEAR 8 PROGRAMME OF STUDY

Year 8 Programme of Study

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developing good habits for learning	Health & well-being – Young parents	Personal Safety: Extreme groups	First Give to start (L1)	First give (L6)	LITWW- Career focus – Communication Skills
Health & well-being - What is mindfulness	Health & well-being – Personal Safety & First Aid	Personal safety - Consent	First Give (L2)	First Give (L7)	LITWW – How is tax spent + Finance & Tax
Health & well-being – Managing my behaviour	LITWW – Discrimination Teens & the Media	Prejudice & Discrimination	First Give (L3)	First Give (L8)	LITWW - Income & Expenditure
Health & well-being – Emotional Literacy + Self awareness	Personal safety-Internet safety	How can we prevent radicalisation and Extremism	First give (L4)	First Give (Presentation 9)	LITWW - Budgeting and saving
Health & well-being – Self confidence & goals	Health and well-being- Personal development and target setting	Express Yourself Children's Mental Health Week	First give (L5)	First Give Grand Final (L10)	LITWW - How we care for the environment
Health & well-being – Cancer Awareness	Christmas lesson 1 (Decorations)	Disability in the media		LITWW – Careers Focus Enterprise	LITWW - Tax & NI
Health & well-being – Vaping, nicotine & addiction	Christmas Lesson 2 Christmas Quiz			LITWW - Career focus - Teamwork Skills	

YEAR 9 PROGRAMME OF STUDY

Year 9 Programme of Study

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developing good habits in the classroom	How does knife crime impact lives	Step into the NHS (Additional time)	Options carousel (Videos)	Sustainability for All	Acid attack
Managing anxiety	Human Rights - Trafficking	Step into the NHS (Final lesson time)	Options carousel (Videos)	Employability - Applying and preparing	Self harm
Coping with stress	Human Rights - Is sending aid the answer	Enterprising qualities and personality	College research 1	Employability - What we can learn from Entrepreneurs / Easter activity??	Body image - female focus
Discrimination	Self Discipline to achieve	Options Assembly (Mr Fisher)	or Workplace skills lesson / Options videos (if required)	Child Sexual Exploitation	Sports Day prep
Human Rights - Access to education	Author visit	Mock Options selection	Options selection day (FINAL)	Domestic violence and abusive relationships	Vaccination, organ and blood donation
Selfie safety	Financially savvy / avoiding debt	Consumers and the Law		Alcohol	LGBT -Standing up for equality
How does the law treat young offenders	Navigating financial institutions			British Community Religion and culture	

Year 10 Programme of Study

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developing Good Habits	Living Sustainably	STEM careers	Explore Careers/college course requirements.	Anti-social behaviour	Tattoos and piercing
Community cohesion	Overt and covert racism	Women in the workplace	Employability skills (BESP 1 tbc) Replace lesson Same for BESP	Knife crime	Child/Forced marriage
Role models	The criminal justice system	Managing grief and Bereavement	Political parties/INVEST	Parenting	Alcohol Awareness
Conflict management	Hate crime	Self-confidence - Overcoming challenges(Barclays life skills)	Managing time effectively (Mock exam preparation). (BESP 2 tbc)	Preparation for yr10 exams	Revenge sexting
Homelessness	Social media & Self-esteem	Health and safety in the workplace	Preventing suicide/Why people commit	Domestic Violence	Harassment and stalking
Fake news	Study Skills	Work experience: what do you need to know		Sexism and gender prejudice	Careers event
CV Writing	Rights and responsibilities in the work place.			Same sex relationships	

Year 11 Programme of Study

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developing Good Habits for Learning	Personal statements and CV's	College Applications (Jan – Feb deadline)	First Aid - CPR	Relationship break ups	Intervention forms for revision
Study Skills	Pre-public exams (2) – Personal study time (Past papers M/E/S)	The Importance of sleep	Domestic Abuse	Consent, rape and sexual abuse	Intervention forms for revision
Shared Learning Trust - Personal Statements lesson 1	Pre-public exams (1) – Personal study time (Past papers M/E/S)	Preparing for interviews	Identity and Diversity	Personal Study	Intervention forms for revision
Central Beds & Bedford College - Presentation (Trudie)	Happiness and positivity	Exam Stress Management	Perseverance	Personal Study	Study leave
Barnfield College - Presentation	CAMHS - Introduction to services	PPE week	Safer Streets	Personal Study	Study leave
Luton Sixth Form - Presentation	PPE RESULTS WEEK	Study Skills		Personal Study	Study leave
Cardinal Newman Sixth form 30mins	My aspirations for this year and beyond			Personal Study	Study leave

Appendix 2: By the end of secondary school, students should know about the following topics

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	STUDENTS 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 behavior • 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		Form	
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	<i>Include notes from discussions with parents and agreed actions taken.</i>