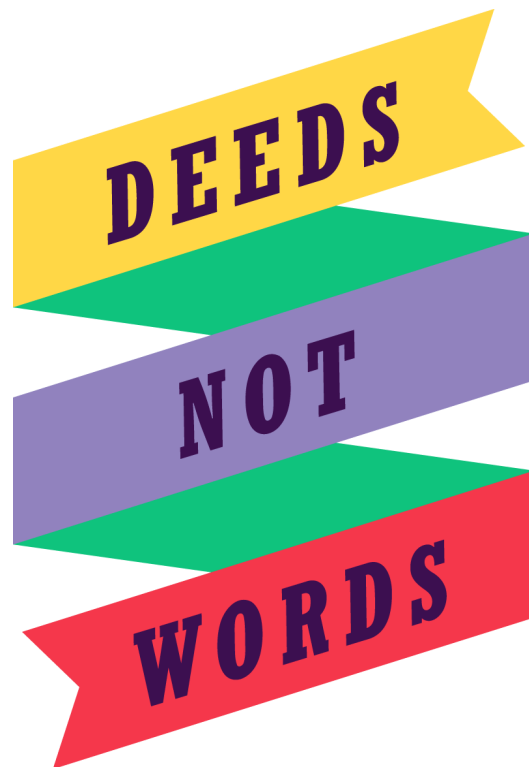




# EMILY DAVISON SCHOOL

## RELATIONSHIPS AND SEX EDUCATION POLICY



DATE AMENDED	NOVEMBER 2023
DATE OF REVIEW	NOVEMBER 2024
WRITTEN BY	JO KENDRICK
HEADTEACHER	MICHAEL HUTCHISON
CHAIR OF GOVERNORS	DAVID HARRISON

## Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development	5
4. Definition	5
5. Curriculum	5
6. Delivery of RSE	6
7. Use of external organisations and materials	7
8. Roles and responsibilities	8
9. Parents' right to withdraw	9
10. Training	10
11. Monitoring arrangements	10
Appendix 1: Curriculum map	11
Appendix 2: By the end of primary school pupils should know	12
Appendix 2: By the end of secondary school pupils should know	14
Appendix 3: Parent form: withdrawal from sex education within RSE	17

## 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
- The RSE policy and curriculum encompass the schools values of Respect, Integrity, Compassion, Honesty and Trust.

## 2. Statutory requirements

At Emily Wilding Davison School we teach RSE as set out in this policy.

As a maintained secondary school, we must provide RSE to all pupils under 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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

## 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 – a working party made up from staff across school 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 ensured that students agreed with the content - via a student voice group
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 RSE 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, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Where students have missed a substantial amount of KS2 curriculum we will ensure gaps and misconceptions are addressed before progressing.

KS2 gaps in sex education will focus on:

- Preparing for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is taught across a range of curriculum areas; from online safety and awareness in IT to relationships, safeguarding and inclusivity in PSHE sessions. The physiological aspects are additionally taught through the Science curriculum.

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

All aspects are taught sensitively, with age-appropriateness in mind, ensuring content is developmentally appropriate, being mindful of ensuring our students are prepared for adulthood and delivered with reference to the law.

## 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - o Safe and supported
  - o Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - o A whole-class setting
  - o Small groups or targeted sessions
  - o 1-to-1 discussions
  - o Digital formats
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- o Are aligned with the teaching requirements set out in the statutory RSE guidance
- o Would support pupils in applying their knowledge in different contexts and settings
- o Are age-appropriate, given the age, developmental stage and background of our pupils
- o Are evidence-based and contain robust facts and statistics
- o Fit into our curriculum plan
- o Are from credible sources
- o Are compatible with effective teaching approaches
- o Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We may work in collaboration with teams of staff from the NHS to deliver content around relationships and sexual health.

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Comply with:
      - This policy
      - The [Teachers' Standards](#)
      - The [Equality Act 2010](#)
      - The [Human Rights Act 1998](#)
      - The [Education Act 1996](#)
  - Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
  - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
  - Review any case study materials and look for feedback from other people the agency has worked with
  - Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
  - Ask to see in advance any materials that the agency may use
  - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
  - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
  - Check the agency's protocol for taking pictures or using any personal data they might get from a session
  - Remind teachers that they can say "no" or, in extreme cases, stop a session
  - Make sure that the teacher is in the room during any sessions with external speakers
- We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The governing board

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

### 8.2 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 9).

### **8.3 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 headteacher.

DT, AH, BH, CR, MS, CT, LW, KS, and RB are the teaching staff responsible for curriculum coverage of RSE within the school timetable. In addition to this tutors will pick up aspects linking to safeguarding through tutorials. Finally DN as Thrive lead in school will support on a responsive basis to meet the needs of individual pupils.

### **8.4 Pupils**

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

## **9. 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 will discuss the request with parents and take appropriate action.

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

## **10. 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.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Jo Kendrick, Christine Richardson and David Townend through:

Monitoring is outlined in the school monitoring timetable, a copy of which is available on request.

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

This policy will be reviewed by the Deputy Head Teacher, responsible for Quality of Education, annually. At every review, the policy will be approved by the governing board and the headteacher.





Appendix 1: Curriculum map

**Relationships and sex education curriculum map**

YEAR GROUP	CYCLE	TERM	TOPIC/THEME DETAILS	RESOURCES
KS3	Cycle 1	Spring 1	Relationships: <ul style="list-style-type: none"> <li>• Things that cause conflict between me and my friends</li> <li>• What I do when my friend makes me upset</li> </ul>	
		Summer 2	My changing body: <ul style="list-style-type: none"> <li>• How boys' and girls' bodies change as we grow up, and how these changes affect us</li> </ul>	
		<i>Emotional Literacy</i>	<i>Self-care, Support and Safety - Feeling frightened/worried</i> <i>how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</i>	
		<i>Emotional Literacy</i>	<i>Self-care, Support and Safety - Feeling frightened/worried</i> <i>how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</i>	
		<i>Conflict</i>	<i>Self-care, Support and Safety - Feeling frightened/worried</i> <i>strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</i>	

YEAR GROUP	CYCLE	TERM	TOPIC/THEME DETAILS	RESOURCES
		<i>Dealing with Change &amp; Loss</i>	<i>Self-care, Support and Safety - Feeling frightened/ worried about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</i>	
	Cycle 2	<i>Establishing Friendship</i>	<i>Changing and Growing - Friendship what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</i>	
		<i>Online Friendships</i>	<i>Changing and Growing - Friendship to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</i>	
		<i>Changing Friendships</i>	<i>Changing and Growing - Friendship how friendships can change over time, about making new friends and the benefits of having different types of friends</i>	
		<i>Managing Conflict</i>	<i>Changing and Growing - Friendship that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</i>	
	Cycle 1	<i>Personal Strengths</i>	<i>Self Awareness About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</i>	
		<i>Personal Strengths</i>	<i>Family &amp; important people</i>	

YEAR GROUP	CYCLE	TERM	TOPIC/THEME DETAILS	RESOURCES
		<i>Personal Strengths</i>	<i>Qualities of healthy friendships Trust, respect, honesty, kindness, generosity, boundaries, privacy, consent</i>	
		<i>Personal Strengths</i>	<i>Qualities of healthy friendships Trust, respect, honesty, kindness, generosity, boundaries, privacy, consent</i>	
		<i>Self esteem</i>	<i>Managing Feelings - Self-esteem and unkind comments about what is kind and unkind behavior, and how this can affect others</i>	
		<i>Managing Conflict</i>	<i>Managing Feelings - Self-esteem and unkind comments that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</i>	
		<i>Peer on Peer Abuse KCSE</i>	<i>Managing Feelings - Self-esteem and unkind comments strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</i>	
		<i>Peer on Peer Abuse KCSE</i>	<i>Managing Feelings - Self-esteem and unkind comments to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</i>	
		<i>Peer on Peer Abuse KCSE</i>	<i>Managing Feelings - Self-esteem and unkind comments to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</i>	

YEAR GROUP	CYCLE	TERM	TOPIC	THEME DETAILS
KS4	1 & 3	HT 3	<p><i>characteristics of abusive behaviors</i></p> <p><i>Sexual harassment, grooming, violence, exploitation, emotional abuse</i></p>	<p><i>that people male and female, can manipulate you into believing you are special.</i></p> <p><i>They can use a variety of tactics to get what they want.</i></p> <p><i>Group to brainstorm what they believe the characteristics of an abuser would be.</i></p>
			<p><i>to recognise when others are using manipulation, persuasion or coercion and how to respond</i></p>	<p><i>what constitutes sexual behaviour, harassment and sexual violence?</i></p> <p><i>Why are these always unacceptable</i></p> <p><i>Group discussion/thoughts</i></p> <p><i>Define and look up key words record a short definition</i></p>
			<p><i>to recognise when others are using manipulation, persuasion or coercion and how to respond</i></p>	<p><i>Share statements from other schools who are concerned about pupils following AT.</i></p> <p><i>The concerns about the positive feedback from male pupils</i></p> <p><i>Discuss what they think.</i></p> <p><i>Old fashioned values ?</i></p>
			<p><i>Sexual attraction</i></p>	<p><i>that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</i></p>
			<p><i>Sexual attraction</i></p>	<p><i>to manage the strong feelings that relationships can cause (including sexual attraction)</i></p>

YEAR GROUP	CYCLE	TERM	TOPIC	THEME DETAILS
			<i>Sexual attraction</i>	<i>strategies to manage the strong emotions associated with the different stages of relationships</i>
	1 & 3	HT 4	<i>Contraception</i>	<i>how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</i>
			<i>Contraception</i>	<i>the risks related to unprotected sex</i>
			<i>Contraception</i>	<i>the consequences of unintended pregnancy, sources of support and the options available</i>
			<i>Abortion</i>	<i>about the current legal position on abortion and the range of beliefs and opinions about it</i>
			<i>Consent</i>	<i>about the concept of consent in maturing relationships</i>
			<i>Consent</i>	<i>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</i>
	2	HT 3	<i>Characteristics of abusive behaviours</i>	<i>the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, <b>violence and exploitation</b>;</i>
			<i>Characteristics of abusive behaviours</i>	<i>the characteristics of abusive behaviours, such as <b>grooming, sexual harassment, sexual</b> and emotional abuse, violence and exploitation;</i>
			<i>Characteristics of abusive behaviours</i>	<i>to recognise when others are using manipulation, persuasion or coercion and how to respond</i>

YEAR GROUP	CYCLE	TERM	TOPIC	THEME DETAILS
			<i>Law</i>	<i>the law relating to abuse in relationships, including coercive control and online harassment</i>
			<i>Support for DV</i>	<i>about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</i>
			<i>Honour based Violence</i>	<i>The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</i>
	2	HT 4	<i>Different types of committed relationships</i>	<i>the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</i>
			<i>Different types of committed relationships</i>	<i>to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</i>
			<i>Parenting Skills</i>	<i>the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families</i>
			<i>Parenting Skills</i>	<i>the importance of parenting skills and qualities for family life, the implications of young parenthood and <b>services that offer support for new parents and families</b></i>
			<i>Parenting Skills</i>	<i>the reasons why people choose to adopt/foster children</i>

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>● That there are different types of committed, stable relationships</li><li>● How these relationships might contribute to human happiness and their importance for bringing up children</li><li>● 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>● Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>● The characteristics and legal status of other types of long-term relationships</li><li>● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>● 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></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>● 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>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● 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>● 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>● 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>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>● 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> </ul>
Online and media	<ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>● 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>● 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>● What to do and where to get support to report material or manage issues online</li> <li>● The impact of viewing harmful content</li> <li>● 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>● 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>● How information and data is generated, collected, shared and used online</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>● 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>● 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> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>● 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>● 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>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>● 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>● That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● The facts about the full range of contraceptive choices, efficacy and options available</li> <li>● The facts around pregnancy including miscarriage</li> <li>● 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>● 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>● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>● How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

