



Relationships and Sex Education Policy

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1	19/07/23	Laura Bentley	Reviewed and moved onto new template.

1. Statement of intent

At OBHS we understand the importance of educating pupils about relationships and sex education, for them to make responsible and well-informed decisions in their lives. The teaching of 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 enables them to 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. It also covers contraception, developing intimate relationships and resisting pressure to have sex, alongside what is acceptable and unacceptable behaviour in relationships.

This will help pupils 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.

It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society. We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2020) 'Keeping children safe in education'
- Children and Social Work Act 2017
- DfE 'Relationships Education, Relationships and Sex Education, and Health Education'

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/guidance/relationships-education-relationships-and-sex-education-and-health-education-guidance)

3. Moral Framework

The RSE programme at OBHS reflects the school ethos in ensuring that all students have the opportunity to develop knowledge and confidence in their relationships and lifestyle choices and demonstrates and encourages the following moral values:

- respect for self and others
- responsibility for one's own actions
- responsibility for family, friends, school and wider community
- recognition of the diverse society we live in, and of the diverse family groups in which we live
- recognition of different attitudes towards sex and relationships in different cultures and religions

OBHS believes that an effective RSE Policy and scheme of work will make a vital contribution to young people's lives, improving the quality of their relationships, enabling them to value the importance of respectful communication and consent as they build these relationships. Through our RSE curriculum we aim to improve the emotional wellbeing and mental health of our young people by equipping them with the skills to develop

nurturing and supportive relationships which ensure they feel connected and close to family, friends and romantic partners.

The school is careful to avoid stating or implying that any one kind of relationship or code of sexual conduct is morally correct or superior. However, we do make clear that healthy intimate relationships whether short or long-term should be built on respect, equality and honesty.

4. Curriculum Content and Pedagogy

RSE is delivered in a variety of lessons, but specifically as part of the Personal Development programme of study. Here it is delivered as a series of discrete 'Relationships' modules within a spiral curriculum with the key themes of communication, building connections, safety and consent revisited each year.

The content taught uses the Statutory 2020 guidance as a minimum requirement, and reflects consultation with parents, guardians and carers as well as students that in extension to the baseline 'Intimate Sexual Relationships and Sexual Health' content, students should also understand more than the risks of sexual activity, but which factors may be considered to contribute to a fulfilling and enjoyable sexual relationship. There should not be a focus on 'what could go wrong' in our relationships but of 'what should go right.'

Staff use a wide variety of active learning and discussion techniques to encourage careful exploration of sensitive issues. Ground rules for open discussion are set with the classes. Opportunities are given for students to raise questions in a supportive environment. The school recognises that RSE permeates the whole curriculum and that this policy, and the values it represents, are reflected through the teaching in all areas. The school takes seriously the need for good training for teachers to ensure they feel competent and expert. Topics covered are included in Appendix 1.

Detailed schemes of work are available on request.

Topics covered in each year group and the resources used in the modules also reflects the consultation process with students and their parents and carers alike. Age, ability and cultural backgrounds of the students were taken into account when deciding on the resources used.

5. Organisation and Delivery

1. RSE is part of a planned, cohesive and coherent programme, delivered from Year 7 to Year 11. Students will receive RSE through lessons in the Personal Development Department. Some aspects are also addressed in Science (KS3 and KS4, and in other curricular areas including assemblies where appropriate).

2. All students within the school have equal access to RSE. Topics are revisited in order to allow provision for previous absence and different levels of understanding and maturity. The programme allows teachers to adapt materials and approaches to suit students of different learning abilities.

3. Teachers and all those contributing to RSE will work within an agreed values framework as set out in this policy and where appropriate receive training.

4. We will work with external specialist organisations, consultants and healthcare professional to ensure our curriculum reflects current best practice.

6. Specific Issues within RSE

Withdrawal from the RSE curriculum

Parents/carers have the right to withdraw their children from all or part of the 'Intimate Relationships and Sexual Health' section of the RSE curriculum provided at school, except for those parts included in other National Curriculum areas e.g. science. Those parents/carers wishing to exercise this right are invited in to see the Headteacher and Lead Teacher of PD who will explore any concerns and discuss the impact that withdrawal may have on the child. Parents do not have the right to withdraw from Relationships education including the sections of the RSE curriculum which teaches about diversity within human relationships as well as how to stay safe.

Three terms before the student turns 16 years old, they are legally able to make their own decision as to whether they receive the 'Intimate Relationships and Sexual Health' elements of their RSE education which parents may have previously withdrawn them from. The school will make arrangements to provide the student with this during one of those terms and a parental request of withdrawal will not be granted.

1. Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education we respect the primary role of the parents in educating their children about these matters
2. Our RSE programme is available upon request
3. Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. However, this does not include aspects of Sex Education covered by the Science National Curriculum. Parents with concerns or considering withdrawing their child for RSE should in the first instance contact their child's Head of Year, who will invite the parent to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSE. In most cases this resolves any concerns, but should parents still wish to withdraw their child from RSE then a request should be made in writing to the Headteacher.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he refers concerns to the Designated Safeguarding Lead using the school's safeguarding procedures and in line with the Safeguarding Policy. In the majority of cases the school will share information with parents unless, in the opinion of the school, this is deemed to potentially compromise the safety and/or welfare of the young person. In such cases the Designated Safeguarding Lead will take appropriate action to safeguard the student. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported throughout the process.

Disclosures

If a member of staff learns that a student under the age of 16 is sexually active or contemplating sexual activity the school will ensure that

- the young person is encouraged to talk to their parent / carer or adult they trust.
- safeguarding issues are addressed in line with the Safeguarding Policy.
- the young person receives adequate support and education.
- all disclosures will be recorded on My Concern
- the Designated Safeguarding Lead will monitor the frequency of cases when they handle information without parental knowledge.

Sensitive issues

Staff are aware that views around RSE related issues are varied however while personal views are respected all RSE issues are taught without bias. Issues are presented using a variety of views and beliefs so that students are able to develop their own informed opinions but also respect that others may have different opinions. We use distancing techniques focusing on case studies to minimise any triggering element which may be sensitive for the young person.

Dealing with Questions

Ground rules are established with students at the start of RSE lessons. Both formal and informal student's questions will be answered according to the age and maturity of the students concerned. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they have any concerns.

Gender Identity and Sexual Orientation

The school believes that RSE should meet the needs of all students regardless of their developing sexual orientation or gender identity. It should enable honest and sensitive exploration of issues of sexual orientation and teachers should answer appropriate questions and offer support. Homophobic, transphobic, bi-phobic bullying and issues of gender non-conformity harassment are dealt with strongly yet sensitively and are monitored and reported to the Trust's Compliance Committee. The school liaises with parents/carers on this issue to reassure them of the content and context.

7. Course Content

The detailed content of the RSE curriculum will be made available to parents on request. Our curriculum content will cover the required themes as set out in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.***

- Family
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The Law

8. The Role of Health Professionals in the Delivery of Sex and Relationships Education

The school will work with health professionals in the development and implementation of the schools Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

9. Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Trust's Compliance Committee biannually, after consultation with a sample group of parents.

Appendix 1: Statutory RSE curriculum from

Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'

By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Families:

Pupils should know:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - 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 (for example, 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.

Online and media

Pupils should know:

- 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, for example 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

Pupils should know:

- 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

Pupils should know:

- 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, for example 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 and menopause
- 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 and 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.

The Law

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:

- 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
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

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