



RELATIONSHIPS AND SEX EDUCATION POLICY PRESTON MANOR SCHOOL

An All-Through School

Governors' Committee Responsible: Curriculum	
Statutory Provision: Statutory	
Policy Author: Naomi Richards	Review Period: Bi Annual
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1. Vision & Objectives

1.1 Vision

At Preston Manor School we believe that our high-quality Relationships and Sex Education will stay with our students for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE at Preston Manor School is pioneering an innovative curriculum fit for the world our young people are living in. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Preston Manor School we are committed to the important role that RSE plays in students' holistic education and we aim to build on the RSE programmes covered in Primary School. The theme of consent underpins all of our RSE workshops and modules. We introduce students to the importance of consent from Year 7 and this is revisited on a yearly basis and adapted to the age of each year group.

1.2 Objectives

At Preston Manor School our Relationships and Sex Education Programme seeks to:

- Be age appropriate and differentiated to the needs of the students including SEN, autistic, visually impaired students and any other disabilities that require a bespoke curriculum
- Present information in an objective, balanced and sensitive manner • Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of **loving relationships**, rooted in **mutual respect** • Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family
- To ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum
- Ensure students can identify the qualities of **healthy and unhealthy relationships** • Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Make students aware how and where to **seek help** if they are in an unhealthy or abusive relationship
- Prepare students for the journey from **adolescence to adulthood**
- Provide students with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that students have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in **safe sexual activity** by exploring a range of **contraception**
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes

- Develop students' understanding of the dangerous of pornographic material

2. Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

From September 2020 the guidance document '***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers***' will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf

3. Course Content

Our RSE curriculum is published on our website and detailed content of the Relationships & Sex 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***- See appendix 1 for our programme of study in each year group.

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

3.1 RSE curriculum for SEN students

Where possible all students will remain with their class for RSE lessons. Students with SEN or students who have been identified as likely to need SEMH support with RSE will either receive the support of a Teaching Assistant during their RSE lessons, or arrangements will be made for specific students to be withdrawn from RSE lessons with the rest of their class to receive a differentiated version of the RSE programme delivered within the AND (Additional Needs Department). The SENCO and Head of PSHE will make the relevant plans at the start of each academic year, in consultation with parents.

4. Sensitive Topics

- During Relationships & Sex Education lessons (and at other times) sensitive topics may arise. The judgment of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions **honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgment of the teacher must come into play.**
- All teachers are given training on handling sensitive topics, are made clear about confidentiality boundaries and know where/who to refer students to for confidential advice and support.
- It is expected that **teachers' personal beliefs and attitudes will not influence their teaching of RSE**
- If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting and may say that the appropriate person to answer is the parent/carer
- Teachers should establish a set of ground rules so that young people are aware of parameters.
- No one (teacher or student) should be asked to disclose their sexual orientation or personal information about themselves or others
- Teachers and students will show respect for all genders, sexualities and different types of families
- Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
- Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
- 10. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
- Teachers should also be aware that they may be dealing with students who are HIV positive or who have close links with others who are.

5. Organisation and Delivery

- At Preston Manor, RSE is not an isolated subject; it permeates the whole curriculum and the pastoral system. PSHE, Citizenship, Religious Education and Science provide a focus for exploring some elements of RSE. The Head of PSHE & Citizenship leads on the overall planning of RSE, with an Assistant Head.
- RSE is taught in: Years 7 to 11 within a unit of PSHE lessons by the Form Tutor, through assemblies and curriculum days such as the Y10 WellBeing Day by the Pastoral team.
- Preston Manor School values the importance of PSHE and ensures all students take part in one hour PSHE lessons on a rolling weekly timetable.
- HIV understanding and awareness will also be delivered as part of our SMSC assembly programme
- All students within the school have equal access to Relationships & Sex education. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities
- Identified SEN students will receive a differentiated RSE programme as required (outlined in section 3 Course Content)
- Teachers and all those contributing to RSE will work within an agreed framework as set out in this policy
- We will work with external specialist organisations, consultants and healthcare professionals to

ensure our curriculum reflects current best practice.

- We understand that teaching RSE in a secondary school should build on the learning at primary school. Through our Lower school and network of feeder primary schools we work together to establish a benchmark for RSE provision to ensure that this learning will be built on developmentally

6. The Role of Health Professions in the Delivery of Relationships and Sex Education

The school will work with health professionals in the development and implementation of the schools RSE programme. Any visitors used to help in the delivery of the RSE 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. Visitors will be supervised by a teacher who will be present at all times and will be informed of and follow the School's Child Protection procedures.

7. Confidentiality

Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer.

The law allows health professionals to see and in some circumstances to treat young people confidentially. Part of this process includes counseling and discussion about talking to parents.

- When a member of staff learns from an under 16 year old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a 16 year old student is contemplating having sexual intercourse with a student below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

8. Working with Parents

- 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 parents in educating their children about these matters
- Our RSE programme is outlined on our website and parents/guardians are very welcome to explore our RSE curriculum further by requesting to view the teaching materials
- Under the Education Act 1993, parents have the right to withdraw their children from the non-statutory components of sex education, however this does not include aspects of Sex Education covered by the Science National Curriculum, 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 2** of this policy and addressed to the Headteacher. A copy of withdrawal requests will be placed in the student's file. When the Headteacher receives such a letter they will invite the parents/carers to a meeting with the Assistant Head in charge of RSE, at which the Assistant Head will explain clearly what the School's policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible the student will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided.

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 every 12 months. RSE will be monitored by the Assistant Head in charge of the area, whose responsibility it is to:

- Ensure that RSE is covered in the schemes of work for PSHE
- Monitor the use of teaching and learning styles
- Monitor the use of teaching materials
- Evaluate the effectiveness of the schools' programme
- Ensure the content is age appropriate.

10. Linked Policies

- Safeguarding Policy
- E-safety Policy
- Anti-Bullying Policy
- PSHE & Citizenship Policy

Appendix 1: RSE Programme of Study at Preston Manor School

Year Group/Key Stage	RSE Theme (from the 2020) the statutory guidance	RSE Topics in the Preston Manor School Curriculum	Content covered from the 2020 statutory guidance	Curriculum Area in which this is delivered
Year 7	Respectful relationships	Healthy 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 (nonsexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. 	PSHE
Year 7	Family Being safe Intimate and sexual relationships, including sexual health	Developing to Adulthood (puberty, love, consent and family life)	<ul style="list-style-type: none"> • Much of this unit is covered in the health education curriculum. • That there are different types of committed, stable relationships. • 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. 	PSHE

Year Group/Key Stage	RSE Theme (from the 2020) the statutory guidance	RSE Topics in the Preston Manor School Curriculum	Content covered from the 2020 statutory guidance	Curriculum Area in which this is delivered
Year 8	Respectful relationships Being safe	Sexual orientation and gender identity	<ul style="list-style-type: none"> • 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. • 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. 	PSHE Assemblies
Year 9	Being safe	Consent; how to give, withdraw, ask for and recognise consent Forming loving lasting relationships	<ul style="list-style-type: none"> • 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 	PSHE Assemblies

Year Group/Key Stage	RSE Theme (from the 2020) the statutory guidance	RSE Topics in the Preston Manor School Curriculum	Content covered from the 2020 statutory guidance	Curriculum Area in which this is delivered
Year 9	Being safe, Intimate and sexual relationships, including sexual health	<p>Making healthy relationship choices and delaying sexual activity</p> <p>Sexual activity and staying safe</p> <p>Contraception</p> <p>Sexually transmitted infections</p> <p>Unplanned pregnancy: options and how to access support</p>	<ul style="list-style-type: none"> • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring 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 behaviour. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	<p>PSHE within Legal & Social Studies</p> <p>Abortion also covered within Religious Studies</p>

Year Group/Key Stage	RSE Theme (from the 2020) the statutory guidance	RSE Topics in the Preston Manor School Curriculum	Content covered from the 2020 statutory guidance	Curriculum Area in which this is delivered
Year 10/11	Family, Respectful relationships, Online and media, Being safe, Intimate and sexual relationships, including sexual health	Different types of committed relationships Conception and different ways to start a family How you know when you're ready to become a parent	<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. • The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • 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) 	PSHE Assemblies Well-being Day

Appendix 2: Parent form: Withdrawal from sex education within RSE

To be completed by parents			
Name of child		Year & DOB	
Name of parent		Date	
Reason for withdrawing from sex education within Relationships and Sex Education (RSE)			
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 meeting and agreed actions taken</i>		
Staff initials & Position		Date of meeting	