



Eastbrook School

# RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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<b>This policy is communicated by the following means</b>	RSE Policy & School Website

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*From September 2020 the Government will rename Sex and Relationships Education- Relationships and Sex Education. RSE is used in this policy as an abbreviation of the new name from September 2020. It is important to note that the new statutory framework also includes health education, but 'health education' is not currently covered in this policy.*

## 1. Vision & Objectives

### Vision

At Eastbrook School we believe that our high quality Relationships and Sex Education will stay with our pupils 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 pupils 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 Eastbrook School is pioneering an innovative curriculum fit for the world our young people are living in. We believe in empowering our pupils 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 Eastbrook School we are committed to the important role that RSE plays pupils' 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 pupils 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.

### Objectives

At Eastbrook School our Relationships and Sex Education Programme seeks to:

- Be age appropriate and differentiated to the needs of the pupils including SEN, autistic, visually impaired pupils 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 pupils can identify the qualities of **healthy and unhealthy relationships**
- Allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Make pupils aware how and where to **seek help** if they are in an unhealthy or abusive relationship
- Prepare pupils for the journey from **adolescence to adulthood**
- Provide pupils 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 pupils have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Ensure pupils 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 pupils' understanding of the dangers 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. **(See appendix 1 for further information on curriculum content)**

## 3. Course Content

Our RSE curriculum is published on our school website and detailed content of the Relationships & Sex curriculum will be made available to parents upon 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 2 for our programme of study in each year group)*

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

### RSE curriculum for SEN pupils

Where possible all pupils will remain with their class for RSE lessons. Pupils with SEN or other pupils who have been identified as likely to need support with RSE will receive support according to the direction of the SENCO. The SENCO and Head of ECS will make the relevant plans at the start of each academic year, in liaison with parents.

## 4. Sensitive or Controversial Topics

1. During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion.

Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, teachers will use their professional judgement.

2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
3. Teachers should establish a set of ground rules so that young people are aware of parameters.
4. Pupils should never be asked to disclose their sexual orientation or personal information about themselves or others
5. Teachers and pupils will show respect for all genders, sexualities and different types of families
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
8. 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.
9. Teachers should also be aware that they may be dealing with pupils who are HIV positive or who have close links with others who are.

## **5. Organisation and Delivery**

1. Relationships & Sex Education is taught in: In Y7 – 11 through their tutorial time and through assemblies and curriculum drop down days with external providers. 6<sup>th</sup> form RSE is covered by the Head of 6<sup>th</sup> Form in conjunction with external agencies.
2. Behavioural understanding and awareness will also be delivered as part of our SMSC assembly programme in line with our Character Education (Personal Development Curriculum) and HOYs.
3. All pupils 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
4. Identified SEN pupils will receive a differentiated RSE programme as required (outlined in section 3 Course Content)
5. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy. Training and support is provided to all ECS teachers in October and January by the HOD of ECS and our Safeguarding Lead.
6. We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.

## **6. Working with Parents**

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. Our parents were consulted about the development of this policy.
2. Our RSE programme is outlined in our school website. Parents/guardians are very welcome to explore our RSE curriculum further by requesting to view the teaching materials.
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.

## **7. Confidentiality**

1. 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 counselling and discussion about talking to parents.
2. 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.

## **8. 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 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 Governors annually.

## **10. Linked Policies**

- Safeguarding Policy
- E-safety Policy
- Anti-Bullying Policy

## Appendix 1: Statutory RSE curriculum from the DfE

*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:

<p><b>Families</b></p>	<p>Pupils should know</p> <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>
<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know</p> <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> </ul>

	<ul style="list-style-type: none"> <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>
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<p><b>Online and media</b></p>	<p>Pupils should know</p> <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>
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	<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>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <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>



## Appendix 2: RSE Programme of Study at Eastbrook School

Year Group/Key Stage	RSE Theme (from the 2020) the statutory guidance	RSE Topics in the Eastbrook 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"> <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> </ul>	PSHE within Personal Development (tutorial time)  HOYs Assemblies
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"> <li>Much of this unit is covered in the health education curriculum</li> <li>that there are different types of committed, stable relationships.</li> <li>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.</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>	PSHE within Personal Development (tutorial time)
Year 8	Respectful relationships Being safe	Sexual orientation and gender identity	<ul style="list-style-type: none"> <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>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>	PSHE within Personal Development (tutorial time)  HOYs 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"> <li>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</li> </ul>	PSHE within Personal Development (tutorial time)  HOYs Assemblies

Year 9	Being safe, Intimate and sexual relationships, including sexual health	Making healthy relationship choices and delaying sexual activity Sexual activity and staying safe Contraception Sexually transmitted infections Unplanned pregnancy: options and how to access support	<ul style="list-style-type: none"> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring 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). • 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>	PSHE within Personal Development (tutorial time)
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"> <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>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• 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)</li> </ul>	PSHE within Personal Development (tutorial time)  HOYs Assemblies