

## DOVE HOUSE SCHOOL ACADEMY TRUST

### Relationship and Sex Education (RSE) Policy

<b>Policy Title</b>	Relationship and Sex Education (RSE) Policy		
<b>Author / Reviewer</b>	Senior Leadership Team		
<b>Trustee Committee</b>	Board of Trustees		
<b>Signed by:</b> Juliet Annesley-Gamester (Vice-Chair)			
<b>Reviewed</b>	June 2022	<b>Approved</b>	July 2022
		<b>Next Review</b>	June 2024

#### Statement of Intent

At Dove House School Academy, we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, '**Relationships Education, Relationships and Sex Education (RSE) and Health Education**', sets out the aim of RSE as:

“to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable 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 should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach 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.”

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. It involves a combination of sharing information and exploring issues and values. RSE is taught objectively and is not about the promotion of sexual activity or sexual orientation.

#### Aims and objectives

The relationship and sex education programme is an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships.

- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.

## **Responsibilities**

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.

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.

The lead teacher for administration and delivery of the RSE curriculum is the Head of Life Skills.

## **1. Legislation**

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

1.1. This policy will be compliant with the following guidance:

- DfE 'Relationships education, relationships and sex education (RSE) and health education' 2019
- DfE 'Science programmes of study: key stages 1 and 2' 2013
- DfE 'Science programmes of study: key stage 3' 2013
- DfE 'Science programmes of study: key stage 4,' 2014

## **2. Organisation of the programme**

2.1. The relationship and sex education programme will be developed in conjunction with the views of teachers, pupils and parents/carers by the Head of Life Skills, in accordance with DfE recommendations. The Academy will provide details of lessons and resources to be used to deliver RSE for parent/carers and the Academy. Further information is available if requested. We will also issue questionnaires to staff and parents/carers to obtain their views. The views of pupils will be gathered in school.

- 2.2. The majority of the programme will be delivered through Life Skills lessons with statutory aspects taught via the science curriculum. Some elements of relationship education will be reinforced through tutor time activities, but these will have no reference to sexual content. Post 16 will be delivered as part of the PHSE lessons.
- 2.3. The relationship and sex education programme is divided into two key stages at secondary level, rather than by year group, in terms of what topics will be taught. At Post-16 students have the opportunities for more in-depth lessons if requested by students or parents.
- 2.4. The relationship and sex education programme is flexible at secondary level, such that teachers can decide what they would like pupils to know by the end of each year within the key stages

### **3. Curriculum**

- 3.1 The curriculum is set out as per Appendix 1, but this may be adapted to suit individual pupils/groups as and when necessary to include aspects of the primary curriculum (Appendix 2)
- 3.2 We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

### **4. Training of staff**

- 4.1. All teaching and learning support staff members at the Academy will undergo training to ensure they are up to date with the relationship and sex education programme.
- 4.2. Training of teaching and learning support staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.
- 4.3. The school may invite visitors from outside the school, such as school nurses or sexual health professionals, to work with the Head of Life Skills to provide support and training to staff teaching RSE.

### **5. Delivery of the programme**

RSE is taught as a unit within the personal, social, health and economic (PSHE) education curriculum and issues relating to RSE may be delivered through other aspects of the curriculum (for example, the dangers of sexting will be covered in both discrete RSE lessons and also through internet safety lessons). Biological aspects of RSE are covered in Science.

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 Appendix 1.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with sensitively reflecting that some children may have a different structure of support around them (for example: looked after children or young carers).

The resources used are Talkabout Sex and Relationships education, which are specifically SEN resources.

- 5.1. Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 5.2. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 5.3. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 5.4. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning.
- 5.5. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 5.6. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 5.7. The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 5.8. Teachers will focus heavily on the importance of establishing healthy relationships including marriage and will ensure that this is inclusive of all types of relationship. Sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- 5.9. The Academy understands that pupils with special education needs and disabilities (SEND) are entitled to learn about relationship and sex education, and the programme will be designed to be inclusive of all pupils.

- 5.10. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.
- 5.11. Prior to the delivery of RSE, parents will be given the option to be invited to view the resources and ask any questions, and feedback will be sought. Any reasonable adjustments in respect of the content and method of delivery will be implemented, as long as these do not impact on the statutory requirements of the programme. Parents and pupils will be given the opportunity to provide feedback following the delivery of RSE to inform future planning which will be done in conjunction with parents/carers.
- 5.12. Pupils are expected to engage fully in RSE and, when discussing issues relating to RSE, treat others with respect and sensitivity.
- 5.13. External experts may be invited in from time-to-time to enhance teachers' delivery of the RSE programme, but will be expected to comply with the provisions of this policy.

## **6. Working with parents**

- 6.1. The school understands that the teaching of some aspects of the programme may be of concern to parents/carers.
- 6.2. The school will ensure that no teachers express their personal views or beliefs when delivering the programme.
- 6.3. Parents will be informed when their child is due to receive RSE by receiving the letter set out in Appendix 3. At this point, parents will be given the opportunity to meet with the lead teacher and view the resources that will be used within the lessons.
- 6.4. Parents have the right to withdraw their children from the non-statutory component 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.
- 6.5. Requests for withdrawal should be put in writing using the form found in Appendix 4 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. The pupil will receive alternative work, which will focus on non-sexual aspects of relationships, for any lessons where they are withdraw

## **7. Equal opportunities**

- 7.1. The Academy understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.

7.2. The Academy is dedicated to delivering the RSE programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

## **8. Confidentiality**

8.1. Confidentiality within the classroom is an important component of relationship and sex education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

8.2. Teachers must, however, alert the DSL/Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the Academy's Child Protection Policy.

## **9. Bullying incidents**

9.1. The Academy has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RSE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the Academy.

9.2. Any occurrence of these incidents should be reported to a member of school staff, who will then apply relevant sanctions and support once the pupil is on school premises. Staff members involved in the incident will decide whether safeguarding processes are necessary.

9.3. These incidents will be dealt with following the process in our Anti-bullying Policy. The Headteacher will decide whether it is appropriate to notify the police of the action taken against a pupil.

## **10. Monitoring and review**

Delivery of the RSE programme will be monitored and reviewed through the school's established monitoring procedures, including learning walks and department reviews.

This policy will be reviewed by the Headteacher in conjunction with the Senior Leadership Team every 2 years. Any changes needed to the policy, including changes to the programme, will be reviewed with parental input before being implemented by the Headteacher.

Any changes to the policy will then be clearly communicated to all members of staff involved in the RSE programme.

The Board of Trustees will approve the RSE policy and hold the Headteacher to account for its implementation.

## **Appendix 1:**

### **Relationships and sex education curriculum**

The following outcomes are explicitly taught at Dove House during relationship and sex education lessons. Content is carefully considered for the level of suitability for each individual and where appropriate, a Key Stage 2 curriculum may be referred to (Appendix 2).

Key Stage 3 curriculum outcomes:

- To be able to explain the PANTS (NSPCC) rule
- Understand ownership of their own body and respect of others
- Be able to name personal parts of the body and how they work
- Understand the processes of puberty and reproductions in relation to men and women
- Demonstrate how to use a condom
- Recognise common symptoms of STIs
- Distinguish between different types of relationship including defining healthy and unhealthy relationships, including abusive relationships, FGM, rape, grooming, sexual exploitation and forced marriage
- Understand the difference between public and private places
- State the act of sex and the legal age
- Understand the purpose of masturbation and its role in a healthy lifestyle
- Understand that media and pornography can affect self-image and expectations.

Key Stage 4 curriculum outcomes:

- Make choices about how to deal with their changing body
- Explain what is meant by a sexual relationship and how it is different from other relationships
- State the advantages and disadvantages of a range of contraception including protection against STIs
- Recognise the emotional impact and vulnerabilities involved in a sexual relationship
- Understand different cultural and religious attitudes, morals and beliefs about sex.

The following sets out the ideal knowledge we would like a student to have by the time they leave secondary education. These are either explicitly dealt with during sex education lessons or they are covered in other aspects of the Life Skills curriculum.

By the end of secondary school pupils should know/have been exposed to teaching of (this is also continued at post-16):

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>
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>

TOPIC	PUPILS SHOULD KNOW
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>
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>

TOPIC	PUPILS SHOULD KNOW
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>

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of relationship and sex education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none"> <li>• That animals, including humans, move, feed, grow, use their senses and reproduce.</li> <li>• To recognise and compare the main external parts of the bodies of humans.</li> <li>• That humans and animals can produce offspring, and they grow into adults.</li> <li>• To recognise similarities and differences between themselves and others.</li> <li>• To treat others with sensitivity.</li> </ul>
Key stage 2	<ul style="list-style-type: none"> <li>• That nutrition, growth and reproduction are common life processes for humans and other animals.</li> <li>• About the main stages of the human life cycle.</li> </ul>

Key stage 3	<ul style="list-style-type: none"> <li>• That fertilisation in humans is the fusion between the egg and sperm.</li> <li>• About the physical and emotional changes that take place during adolescence.</li> <li>• How the foetus grows and develops.</li> <li>• How the growth and reproduction of bacteria and viruses can affect health.</li> </ul>
Key stage 4 and 5	<ul style="list-style-type: none"> <li>• The way in which hormonal control occurs, including the effects of sex hormones.</li> <li>• The medical uses of some hormones, including the control of fertility.</li> <li>• The defence mechanisms of the body.</li> <li>• How sex is determined in humans.</li> </ul>

## Appendix 2:

As some of our pupils may not be emotionally mature enough to access the full secondary curriculum, reference will be made to the primary sex education curriculum and will be used as a starting point for those pupils. The primary sex education curriculum focuses on:

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

### **Appendix 3:**

Dear Parent/carer,

#### **RE: Relationship and sex education at Dove House School Academy**

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a relationship and sex education programme. Your child will be receiving relationship and sex education in the week commencing ...

At Dove House School Academy, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about relationships and sex. As such, you are invited to contact the school and request further information or a meeting. If you require a 1:1 meeting with the Head of Life Skills or Head of Post 16 this could be arranged

Though schools must provide relationship education for pupils from the age of 11 up until the age of 19, in terms of sex education, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents/carers, you are entitled to request that your child be removed from sex education lessons.

Such requests should be submitted to me and I will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which will focus on non-sexual aspects of relationships, which they can complete under the supervision of a trainee teacher or a learning support assistant.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact the Head of Life Skills or Head of Post 16 to discuss these.

Yours sincerely,

**Headteacher**

**Appendix 4: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education (I understand that I may not withdraw my child from relationships education or from Science).			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	