The Eaglewood School

"Raising Aspiration and Changing Lives"

Relationships and Sex Education Policy

POLICY DETAILS

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Author:	Miss L Young SENCO
Persons/Committees consulted whilst document in draft:	Headteacher and Governing Body
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Headteacher Target Audience:	**All Staff; Parents/Carers; Commissioning Schools: Local Authority**

Policy Review

This policy will be reviewed annually. At every review, the policy will be approved by The Governing Body.

Contents

Aims

Relationships and sex education (RSE) at The Eaglewood School takes a holistic approach and follows the national guidance. Our programme aims to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Help students understand how the law applies to sexual relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Support students developing their awareness of self and others around them
- Support students with develop skills and strategies for emotional regulation
- Encourage resilience and a positive attitude towards life and education
- To encourage respect for self and others
- To be able to recognise unsafe situations and seek help where appropriate
- To raise self-esteem.

Statutory requirements

As an Alternative Provision Academy we must provide RSE to all students as per section 34 of the Children and Social work act 2017.

However, for any primary students we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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.

At The Eaglewood School we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were emailed the policy and asked to comment

4. Student consultation – students were asked what they would like from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Delivery of RSE

RSE is taught within the Pathways education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in our tutor programme and our ASPIRE Emotional Literacy programme.

Outside agencies and health professionals will be used to support topic areas where deemed appropriate and beneficial to students understanding.

Students are taught RSE within their class groups. If a student would benefit from individual sessions, this will be facilitated. The teaching will be sensitive and consideration made for those students who may have experienced negative relationships, pregnancy and/or abortion.

Relationships education for our primary aged students focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex Education for our primary aged students is included in the Science curriculum and includes:

- Reproduction
- Puberty
- Respectful relationships
- Online relationships
- Being safe

Relationships and Sex Education for our secondary students 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

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 reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

For more information about our RSE curriculum, see Appendices 1 and 2.

Roles and responsibilities

The governing board

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

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Staff responsible for the teaching of RSE include:

- Lara Young, SENCO
- Sean Barton, PE Teacher
- Sarah Edwards, PE Teacher,
- Claire Whitlock, KS2/3 Lead
- Carla O'Riordan, KS2/3 Teacher

- Tom Daniel, KS2/3 Teacher
- Claire Walder, KS3/4 Teacher and Careers Co-Ordinator

Pupils

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

<u>Parents' right to withdraw</u>

For our primary aged children, parents do not have the right to withdraw their children from the statutory components of sex education within RSE.

Parents have the right to withdraw their children from the non-statutory / non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

For our secondary aged children, parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the students educational record. The headteacher will discuss the request with parents and take appropriate action.

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

Training

Staff are trained on the delivery of RSE.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by SENCO, Lara Young through:

- Learning walks and book scrutiny
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum map

Relationships and sex education curriculum map - Secondary

TERM	TOPIC/THEME DETAILS
1	**Physical Health and Fitness** • The positive association between physical activity and promotion of mental wellbeing, including as an approach to combat stress • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health • The science relating to blood, organ and stem cell donation **Health & Prevention** • Personal hygiene, dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentists • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn **Mental Wellbeing** • How to talk about their emotions accurately and sensitively, using appropriate vocabulary • To recognise that happiness in linked to being connected to others • How to recognise the early signs of mental wellbeing concerns • Common types of mental ill health (e.g. anxiety and depression) • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own and others mental health The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing & happiness. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing & happiness.

TERM	TOPIC/THEME DETAILS
2	**Healthy Eating** - How to maintain healthy eating and the links between a poor diet and health risk, including tooth decay and cancer **Basic First Aid** - Basic treatment for common injuries - How to administer CPR - The purpose of defibrillators and when one might be needed **Drugs, Alcohol and Tobacco** - The facts about legal and illegal drugs and their associated risks, including the link between drug use and the associated risks, including the link to serious mental health conditions - The law relating to the supply and possession of legal and illegal substances - The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption on adulthood - The physical and psychological consequences of addiction, including alcohol dependency - Awareness of the dangers of drugs which are prescribed but still present serious health risks - The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support **Health & Prevention** - Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection - The benefits of regular self-examination and screening - The facts and science relating to immunisation and vaccination

TERM	TOPIC/THEME DETAILS
3	**Internet Safety & Harm** • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media) • The risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report it or find support if they have been affected by those behaviours. **Online & Media** • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • 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 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. • How information and data is generated, collected, shared and used online **Being Safe:** • 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)

TERM	TOPIC/THEME DETAILS
4	**Families** • Different types of committed, stable relationships • How relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married 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 the 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); and, how to seek help or advice, including reporting concerns about others, if needed **Respectful Relationships, including friendships** • 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 • 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 (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • In school and in wider society, they can expect to be treated with respect by others and in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • Types of behaviour within relationships that are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and they 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

TERM	TOPIC/THEME DETAILS
5	**Changing Adolescent Body** - Key Facts about puberty, the changing adolescent body and menstrual wellbeing - The main changes which take place in males and females and the implications for emotional and physical health **Intimate & sexual relationships, including sexual health** - 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 - All aspects of health that 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 - The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause - A range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others - Choice to delay sex or to enjoy intimacy without sex - Facts about the full range of contraception choices, efficacy and options available - The facts around pregnancy including miscarriage - Choice 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 different sexually transmitted infections (STI's), 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 - The prevalence of some STI's, 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
6	Buffer – Project work based on above topics

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	That families are important for children growing up because they can give love, security and stability
	The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
	Practical steps they can take in a range of different contexts to improve or support respectful relationships
	The conventions of courtesy and manners
	The importance of self-respect and how this links to their own happiness
	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 those in positions of authority
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
	What a stereotype is, and how stereotypes can be unfair, negative or destructive
	The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not
	That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
	How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
	How to recognise and report feelings of being unsafe or feeling bad about any adult
	How to ask for advice or help for themselves or others, and to keep trying until they are heard
	How to report concerns or abuse, and the vocabulary and confidence needed to do so
	Where to get advice e.g. family, school and/or other sources

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

TOPIC	PUPILS SHOULD KNOW
Families	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
	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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	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
	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 (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
	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	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 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
	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

TOPIC	PUPILS SHOULD KNOW
Being safe	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	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, e.g. 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
	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/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

Appendix 3: 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 within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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