



**POLICY FOR  
PERSON RESPONSIBLE**

**PSHE  
AHT PD**

**DATE LAST REVIEWED  
DATE NEXT REVIEW**

**SEPTEMBER 2021  
SEPTEMBER 2022**

Relationships and Sex Education Policy Including statutory requirements from 2020. Equalities Statement over recent years, schools and academies have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of the work is in response to new legislation that places an increased duty on schools, academies, and other settings to tackle radicalisation and to establish a positive ethos of British Values. Legislation requires schools and academies both to eliminate direct or indirect discrimination, victimisation or harassment and to promote equalities for students, staff and others who use their facilities. At the Holmesdale school we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as, socio-economic factors.

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## **1. Scope**

This policy applies to the Holmesdale School

## **2. Aims**

The aims of relationships and sex education (RSE) within our School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support character development to prepare young people for the future

## **3. Statutory requirements**

At Holmesdale secondary school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

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 Holmesdale school we teach RSE as set out in this policy.

## **4. 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 – Holmesdale School, Sponsor Trust and IEB working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to share their

views and thoughts about the policy

4. Pupil consultation – we investigated what exactly pupils want and need from their RSE

5. Ratification – once amendments were made, the policy was shared with local governing

bodies/challenge committees and ratified

## **5. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about

positive relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity at

developmentally appropriate levels across the different phases.

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

inclusive environment.

RSE is not about the promotion of sexual activity.

## **6. Curriculum**

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, developmental 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 don't seek answers online.

Secondary sex education will focus on:

- Intimate sexual relationships and sexual health
- Online media including risky behaviours

For more information about our curriculum, see our curriculum map in Appendix 1.

## **7. Delivery of RSE**

At the Holmesdale School, RSE is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances with the recognition that families may take many different forms. We help our children to reflect sensitively that some may have a different structure of support around them. Providing opportunities to build their character.

High quality resources support our RSE provision and delivery. These are reviewed regularly and enable the RSE curriculum to be embedded across all areas of the curriculum as an integral part of daily school life.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in

religious education (RE).

In our secondary schools, 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 Appendices 1 and 2.

## **8. Pupils with Special Education Needs and Disabilities (SEND)**

RSE is accessible for all pupils. We recognise the importance of planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

## **9. Equality**

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected

characteristics). At the Holmesdale School we make reasonable adjustments to alleviate disadvantage and are aligned with the SEND Code of Practice & Mainstream Core Standards when planning for these subjects.

## **10. Roles and responsibilities**

### **10.1 The Governing Body**

Local Governing Bodies/Challenge Committees will monitor the ongoing implementation of this policy.

### **10.2 The Headteacher**

Headteachers are responsible for ensuring that RSE is taught consistently in at the Holmesdale school and for managing requests, where appropriate, to withdraw pupils from non-statutory components of RSE (see section 8).

### **10.3 Staff**

All staff in all schools across the Trust 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 as outlined in the Holmesdale policy. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher of their school.

### **10.4 Pupils**

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

## **11. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

At the Holmesdale secondary schools 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 4 of this policy and addressed to the headteacher of the school.

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.

## 12. Assessment and Monitoring

The delivery of RSE is monitored by leadership teams at The Holmesdale School through systems including (but not limited to):

- planning scrutinies
- learning walks
- pupil voice

Pupils' development in RSE is monitored as part of our internal assessment systems and are used to ensure all pupils gain a sound knowledge of all curriculum areas. Appropriate support and intervention is put in place as needed.

This policy will be reviewed by the Holmesdale School every 3 years (or as needed). At every review, the policy will be approved by local governing bodies and Challenge Committees.

### Appendix 1: Curriculum map

#### Relationships and sex education curriculum map



Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 11-12</b>	<p><b>Big Question</b> How do I fit into the world I live in?</p> <p>Identity – what makes a person? Is fitting in more important than being unique? Influenced peer pressure that happens &amp; linked to being connected with others Maintaining positive relationships with people who are different to me Online identity and relationships.</p>	<p><b>Big Question</b> Do we need to feel like we are 'fit in'?</p> <p>Challenging prejudice and discrimination Prejudiced characteristics Asperities Role of a bystander Stereotypes Bullying Acceptiveness Relationship skills</p>	<p><b>Big Question</b> Can my choices affect my dreams and goals?</p> <p>Identifying personal dreams and goals Skills for the 21st century workplace Steps to achievement Managing risk levels Basic first aid in emergency situations. Responsible choices and keeping safe e.g. gang culture, knife crime, coercion and exploitation, drugs and alcohol</p>	<p><b>Big Question</b> To what extent am I responsible for my mental and physical health?</p> <p>Recognising and describing emotions Strategies for positivity Managing stress Link between mental health and activity Taking responsibility for health Substances and their effects Nutrition Vaccinations Sleep</p>	<p><b>Big Question</b> What can make a relationship healthy or unhealthy?</p> <p>Identifying my relationships Values and qualities in healthy relationships Relationship change Managing my responses to keep my relationships healthy and safe Consent Media portrayal of relationships Asperities Sexing Rights and responsibilities (including consent)</p>	<p><b>Big Question</b> What changes are happening to prepare me for adulthood?</p> <p>Adulthood and body development (the cap from primary) Conception and childbirth (the cap from primary) Choices with pregnancy (IVF, surrogacy, contraception) Different types of parenting and families Self and body image AOM, breast feeding Brain changes in adolescence Emotional changes in adolescence</p>
<b>Ages 12-13</b>	<p><b>Big Question</b> Can I choose how I fit into the world?</p> <p>How have I changed? Planning for the year ahead? Family, what does that mean to me? Different types of committed stable relationships Does my family influence me? Active listening Stereotyping (in families) What do I choose to 'hear' about myself? Faith and beliefs Cultural diversity</p>	<p><b>Big Question</b> How different are we really?</p> <p>Recognising similarities Prejudice and discrimination Prejudiced characteristics Social injustice and inequality Water crime Making a positive contribution to community Making a difference and links to wellbeing Blood and organ donation</p>	<p><b>Big Question</b> Can the choices I make now influence my future?</p> <p>Short-, medium- and long-term goals Resilience Employability skills Career choices My online 'footprint' Judging their Considering my links to mental health Positive/negative role of money in society (or links to mental health)</p>	<p><b>Big Question</b> Can I become more responsible for my health and happiness?</p> <p>Taking personal responsibility for health Stress triggers Managing stress Substances and their effects Drug safety and protection Equality laws/regulation/young culture Role of medicines and vaccines Dental health</p>	<p><b>Big Question</b> How do I fit in with it, or am I?</p> <p>Relationship with self Negative self-thoughts Body image including online and in media Comparing relationships and how to manage those demands Personal space in online Media portrayal of relationships, media manipulation Components of positive relationships Personal space Social media and online safety Legal aspects of social media Recognising negative relationships and skills to manage them</p>	<p><b>Big Question</b> What factors can make an intimate relationship happy and healthy?</p> <p>Boys/friends and girlfriends Different types of committed stable and loving relationships/partnerships Positive aspects of healthy intimate relationships Negative factors that can make an intimate relationship unhealthy e.g. power and control, STIs Choosing to 'come out' Pornography Alcohol and relationships Accessing support</p>
<b>Ages 13-14</b>	<p><b>Big Question</b> To what extent does the world I live in affect my identity?</p> <p>Personal identity and intimate relationships Peer approval Social media Self-identity Perceptions/misperceptions e.g. sexual exploitation, grooming, risk within sexual relationships, consent, risky experimentation</p>	<p><b>Big Question</b> Is being different a good thing?</p> <p>Sexism and homophobia Perception of others Positive and negative language, gender and verbal bullying Types of bullying Recognising prejudice Stereotyping</p>	<p><b>Big Question</b> Who do I dream of becoming?</p> <p>Personal strengths and weaknesses SMART planning Mental health and body image: self-esteem Recognising mental ill-health Self-harm &amp; suicide, eating disorders, depression, anxiety pressures (peer, online, media) Maintaining mental health Accessing mental health support</p>	<p><b>Big Question</b> How can substances impact on wellbeing?</p> <p>What does the media say about teenagers? Mental health Alcohol and decision making Drugs and decision making Emergency first aid Substances and mental health</p>	<p><b>Big Question</b> How can I have important within intimate relationships?</p> <p>Power and control in relationships Consent and assertiveness Contraception Sexually Transmitted Infections: am I worried? Common problems around adolescence</p>	<p><b>Big Question</b> How can change affect mental health?</p> <p>Changing perceptions and opinions Mental health Common mental health issues Skills for change and 'pressure' Adapting to change Self-reflection and evaluation Transition (to next year group) Sleep</p>
<b>Ages 14-15</b>	<p><b>Big Question</b> Is managing my on-line and off-line world within my control?</p> <p>Freedom and safety Safe relationships Online safety and cultural norms Personal safety with technology Staying safe off line Managing threats to safety in the wider world</p>	<p><b>Big Question</b> Does everyone in society have the right to equality?</p> <p>What does equality mean to me? Equality in the workplace Equality in society Equality in relationships Equality and vulnerable groups Power and control</p>	<p><b>Big Question</b> Is success only possible when physical and emotional needs are in balance?</p> <p>Dreams for myself and the world Balance and perspective, relationships and community Jobs – legislation around work for young people Managing setbacks/resilience Building Planning for success</p>	<p><b>Big Question</b> When it comes to health to what extent am I in control?</p> <p>Physical health: screening, vaccination, general hygiene, health, MOT Achieving mental health Threats to health e.g. addiction, substance and alcohol use, lifestyle choices, self-harm, depression, cancer, heart disease, infection</p>	<p><b>Big Question</b> Is love all you need?</p> <p>What makes a happy marriage Marriage relationships Relationship breakdown Social influences on relationships, e.g. stereotypes, pornography, media, peer perception Friendships and peer support and connectedness Challenging relationships, e.g. domestic abuse, coercive relationships, exploitation</p>	<p><b>Big Question</b> Can it change in a positive or some way?</p> <p>How does social change affect me? Managing relationship changes e.g. HIV, bereavement, break-ups, blended families, divorce Gender identity Spectrum of sexuality Managing the challenges in the year ahead</p>

## Appendix 2: By the end of Secondary School pupils should know

<p>Families</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> </ul> <p>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.</p>
<p>Respectful relationships, including friendships</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> <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</li> </ul>

	<p>bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <ul style="list-style-type: none"> <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>
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> </ul>

	<ul style="list-style-type: none"> <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>
<p>Intimate and sexual relationships, including sexual health</p>	<p>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</p> <ul style="list-style-type: none"> <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 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child:		Class:	
Name of Parent:		Date:	
Reasons for withdrawing from sex education within relationships and sex education:			
Any other comments you would like the school to consider:			
Parent signature:			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussions with parents	Include note from discussions with parents and agreed actions taken. E.g. Joe Bloggs will be not be taking part in the sex and relationships lesson, he will be working independently on google classroom on economic education.