



Policy Title:	Relationships and sex education policy	
Author:	Head of PSE	
Date of most recent review:		May 2022
Date of next review:		May 2023
School Mission Statement: Academic excellence within a strong community of equality and respect, where potential and opportunity are realised.		

1. Aims of Sex Education (RSE) at George Abbot School:

- 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, family and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Understand how young people can keep themselves safe, including online.

2. Statutory requirements

As a secondary academy school we must provide RSE to all students as per section 34 of the Children and Social work act 2017.

In teaching RSHE, 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 George Abbot School we teach RSE as set out in this policy.

3. Policy development of Sex Education (RSE) at George Abbot School:

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

- Review – the Head of PSE viewed and collated all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents/carers were invited to feedback on the proposed curriculum, and the wider policy, and were given opportunity to view a selection of teaching materials. To be reviewed for academic year 2022-2023
- Student consultation – we investigated what exactly students want from their RSE.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition of Sex Education (RSE) at George Abbot School:

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.

5. Curriculum of Sex Education (RSE) at George Abbot School:

We have developed the curriculum in consultation with parents/carers, students and staff, considering 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. Key themes from the curriculum within each year group are detailed in Appendix 1.

For more information about our curriculum, please contact the Head of PSE (smurphy@georgeabbotschool.sch.uk) who will discuss our Schemes of Work with you. Our curriculum meets the statutory guidelines, laid out by the Department for Education, which is detailed in Appendix 2.

6. Delivery of RSE at George Abbot School:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum in an atmosphere of mutual trust and respect to encourage students to put forward their ideas. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included within the Religious Education (RE) curriculum.

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/carers, 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.

7. Roles and responsibilities of Sex Education (RSE) at George Abbot School:

7.1 The governing board

The governor will hold the Headteacher to account for the implementation of this policy.

7.2 The Headteacher

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

7.3 Staff

All teachers, especially those who are PSHE teachers are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory [non-science] components of RSE.

Teachers 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; training and support will always be offered to ensure teacher's skills are supported appropriately.

7.4 Students

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

8. Parents/carers' request to withdraw from Sex Education (RSE) at George Abbot School:

Parents/carers can request to withdraw their children from the non-statutory [non-science] 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. Please note that reproductive organs, fertilisation, hormones in reproduction, contraception and fertility treatments are statutory content in Biology.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher, or member of the Senior Leadership Team and Head of PSHE, will discuss the request with parents/carers and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

9. Training for the teachers of Sex Education (RSE) at George Abbot School:

Staff are trained on the delivery of RSE as part of their induction into PSHE and it is included in our continuing professional development calendar.

The PSHE lead 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.

10. Monitoring arrangements for Sex Education (RSE) at George Abbot School:

The delivery of RSE is monitored by the Safeguarding Lead and Head of Faculty through; line management meetings, curriculum overviews, teaching materials, learning walks and work scrutiny.

Students' development in RSE is monitored by their class teachers.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Where the statutory content sits within the curriculum is currently under review to be updated for academic year 2022 – 2023.

YEAR GROUP	TERM	KEY THEMES
Year 7	Spring 1	<p>Puberty and Identity:</p> <ul style="list-style-type: none"> • Key facts about puberty and caring for changing bodies. • Recognise different types of relationships. • Recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, including mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship.
Year 7	Summer 2	<p>Equal Opportunities:</p> <ul style="list-style-type: none"> • Understand how our actions can have positive and negative consequences. • Be aware of judgements based on external features, prejudice or stereotypes. • Develop empathy and understanding. • Know key points of the Equality Act 2010 and understand their importance in society.
Year 8	Autumn 1	<p>Relationships and Online Safety:</p> <ul style="list-style-type: none"> • Understand the characteristics of healthy relationships. • Normalise different family structures and relationships. • Identify issues online, and know where to access support for issues online; including relationships, social media usage, image sharing, grooming and keeping safe. • Understand the law around consent, harassment and coercion, and that all relationships should be freely entered into. • Create empathy and understanding for concepts such as forced marriage, FGM and domestic abuse.
Year 9	Autumn 1	<p>Healthy Relationships:</p> <ul style="list-style-type: none"> • Recognise that there are different types of committed relationships, their legal statuses, and reasons why couples enter into marriage and civil partnerships. • Know the law around pornography, sexual exploitation, harassment, grooming and coercion. • Evaluate personal values when entering into relationships and understand what healthy intimate relationships are, that consent can be given and withdrawn and that there should never be pressure for sexual activity. • Who to talk to about, and hope to cope with, emotions surrounding bereavement.

YEAR GROUP	TERM	KEY THEMES
Year 9	Spring 1	<p>Tackling & Preventing Extremism:</p> <ul style="list-style-type: none"> • Understand how stereotypes can impact relationships and the wider effects of lack of inclusivity and diversity within communities. • How to determine where sources of information come from, and the importance of being a critical reader.
Year 9	Summer 2	<p>Appropriate Behaviour:</p> <ul style="list-style-type: none"> • Identify practical steps to take to keep safe both in the community and online. Including youth produced sexual imagery and sexting. • Identify how drugs and alcohol can lead to risky behaviour. • Understand how stereotypes and prejudice can normalise non-consensual behaviour, and the law surrounding sexual harassment, coercion and rape.
Year 10	Spring 1	<p>Intimate Relationships:</p> <ul style="list-style-type: none"> • Identify how positive relationships contribute to happiness and that choices made in relationships can positively and negatively impact other aspects in life, such as health. • Understand the importance of consent in sexual relationships, that sexual relationships should be pleasurable, and that they have the choice to delay intimacy. • The importance of contraception, choices available and where they can access further support. • Information surrounding healthy sexual choices; HIV, sexually transmitted infections and their prevalence, including symptoms, transmission and treatment. • Information relation to pregnancy: reproductive health, fertility and impacts on fertility, choices, abortion, miscarriage and stillbirth.

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • The roles and responsibilities of parents/carers 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.
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (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	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
Being safe	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.