



HEYFORD PARK
SCHOOL

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Relationships & Sex Education Policy

February 2021



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1. Aims

The aims of Relationships and Sex Education (RSE) at our school are 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.
- Help students understand the importance of stable and loving relationships, respect, love and care, and for family life.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct biological vocabulary to describe themselves and their bodies.

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 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](#). The teaching of RSE also gives due regard to Section 149 of the [Equality Act 2010](#).

The current guidance from the government is available via: [DfE statutory guidance](#) . At Heyford Park School we teach RSE as set out in this policy.

3. 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.

4. 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 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 feel the need to seek answers online.

5. Delivery of RSE

Heyford Park School delivers Relationship and Sex Education through its PSHE Programme, Religion and Philosophy (RP) and Science lessons at KS3 and KS4. Targeted RSE education, supported by our School Health Nurse, is also provided as appropriate for individuals or small groups of students.

- Much of the Relationships and Sex Education at Heyford Park takes place within PSHE lessons. PSHE is taught by a team of teachers with support from professionals where appropriate.

- RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships.
- The Science National Curriculum is delivered by the Science Department, which include biological aspects of RSE.
- The RP curriculum is delivered by a team of teachers headed by the Subject Leader. RP lessons focus on the social aspect of RSE including, for example, the role and function of marriage within different religious groups. Matters such as child-rearing and sexuality are also considered.
- Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.
- When relevant and possible, we will utilise specialists and support staff to deliver the teaching of certain aspects of the curriculum. These specialists may include health professionals and theatre groups.
- Assessment, where apt, is carried out in accordance with standard school policies and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills and attitudes.

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.

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).

6. Inclusion

6.1 Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic and cultural groups, including different religions and beliefs. We will respond to parental and/or student queries in order to allay any concerns that may exist about the RSE curriculum.

6.2 Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

6.3 Sexual Identity, Sexual Orientation and Gender Reassignment

We aim to deal sensitively and honestly with issues of sexual orientation, sexual identity and gender reassignment, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that RSE is relevant to them.

7. Confidentiality

Teachers cannot offer unconditional confidentiality and this should never be offered to students.

In a case where a teacher learns from a student under the age of consent that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to their parents / carers and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

Child protection issues will be considered, and referred if necessary to the school's Designated Safeguarding Lead (DSL), in line with the school's protocols.

Health professionals in school are bound by their codes of conduct in one-to-one situations with students, but in a classroom situation they must follow the school's confidentiality policy.

8. Roles and Responsibilities

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. The headteacher or a member of the school's Senior Leadership Team delegated by the headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-science components of RSE (see section 9). The PSHE Coordinator leads on the operational elements of the school's RSE provision, working closely with members of the school's Senior Leadership Team.

Staff 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-science 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.

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

9. Parents' and Carers' Right to Withdraw Their Children

Parents and carers have the right to withdraw their children from the 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. Should a parent withdraw their child from this element of sex education and then wish to reverse this decision, they should contact the school.

- Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. The headteacher will discuss the request with parents and carers and take appropriate action.
- Alternative work will be given to students who are withdrawn from sex education.
- Parents and carers are encouraged to discuss their decisions with staff at the earliest opportunity.
- Parents and carers are welcome to review any RSE resources the school uses.

10. Monitoring Arrangements

It is the responsibility of the PSHE Coordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of overall school policies for monitoring the quality of teaching and learning. The PSHE programme will undertake self-evaluation and monitoring through the usual school cycle.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

The Governors and Senior Leadership Team are responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy. This policy will be reviewed in line with the school's cycle of policy reviews. At every review, the policy will be approved by the Governing Board and the Headteacher.

Adopted By:	Governing Body
Date Reviewed/Adopted:	1 st February 2021
Review Date:	February 2022
Chair of Governors:	Simon Morrell
Headteacher:	Craig Thomas/Sarah Nickelson

Appendix 1 : Curriculum Map

Students have PSHE lessons which provide opportunities for them to discuss many issues that may affect them, as well as the general world around them. These lessons aim to empower students with the knowledge and life skills to manage risk and to make well-informed decisions - for both now and in the future.

Students follow a spiral curriculum, revisiting key topics at an age-appropriate level. PSHE lessons are taught by form tutors from across the school. The nature of PSHE allows for a range of activities to be used in lessons, such as: discussions, quizzes, group work, presentations, documentaries, and independent work. When appropriate, guest speakers and theatre companies are also invited to present to our students. PSHE complements content which is covered in other subject areas, such as Science, and Physical Education and often explores the content from a different angle.

HOW WILL PSHE BE RESOURCED?

In line with the new statutory DfE content for Relationships and Sex Education (RSE) and Health Education, our proposed updated PSHE curriculum has been mapped out below. A number of new statutory RSE and Health topics have been added to our already extensive curriculum, closely following the guidance from both the DfE and the PSHE Association (the national body for PSHE education).

PSHE teachers utilise many resources developed or quality-assured by the PSHE Association and *In-Formed* (a service provided by The Training Effect and funded by Oxfordshire County Council) when planning their lessons. To help our students develop confidence, knowledge and vital life skills, our teachers use a wide variety of delivery techniques to ensure that lessons are engaging and pitched appropriately for our students. We also seek advice from the School Health Nurse team, Thames Valley Police, and other professionals when necessary to help plan the most useful and relevant provision for our young people.

WHAT WILL MY CHILD BE LEARNING ABOUT IN PSHE?

As previously stated, students will follow a spiral curriculum based on these common themes which are revisited with our students in an age-appropriate manner:

- Healthy Relationships.
- Being Safe.
- Being Healthy- physical, sexual and emotional health.
- Me and My Money.
- Careers.
- Citizenship.
- Emergency First Aid.
- Human Rights.
- The Law.

Appendix 2 – Current DfE Information for Secondary Schools

The current [DfE guidance for schools](#) states that schools should “continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary”:

TOPIC	STUDENTS SHOULD KNOW
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<p>Families</p>	<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 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
<p>Respectful relationships, including friendships</p>	<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

<p>Online and media</p>	<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 • 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
<p>Being safe</p>	<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)
<p>Intimate and sexual relationships, including sexual health</p>	<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

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| | <ul style="list-style-type: none">• 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 |
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Appendix 3 – Parent /Carer Form: Withdrawal From Sex Education Within RSE



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TO BE COMPLETED BY PARENT / CARER			
Name of student		Tutor group	
Name of parent / carer		Date	
Reason for withdrawing from sex education within Relationships and Sex Education			
Any other information you would like the school to consider			
Parent / carer signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents / carers	
Completed by (name of member of staff)	