



The Charter School
East Dulwich

Relationships and sex education policy 2020-2023

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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 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

The aim of a sex and relationship education policy is to clarify the provision of sex and relationship education to all students (including education about HIV and AIDS and other sexually transmitted diseases) and the teaching of human growth and reproduction as set out in the national curriculum.

Our objective is to work to ensure that students will achieve a clear understanding of the arguments for delaying sexual activity and resisting pressure. We link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as sexting, drugs, smoking and alcohol, and to ensure that our students understand how the law applies to sexual relationships.

2. Statutory requirements

As a secondary academy 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 TCSED we teach RSE as set out in this policy.

3. 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 member of staff or 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 will be invited to consult on the content of this policy in January 2021.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

The Charter School East Dulwich recognises that Sex and Relationship Education (SRE) is lifelong learning about physical, moral and emotional development. Sex and Relationship Education: -

- is about the importance of stable and loving relationships including marriage for family life, and about respect, love and care
- provides students with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour
- encourages the development of personal and interpersonal skills, the awareness and respect of self and others and encourages reflection and responsibility.

5. 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, pupils and staff, taking into account 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 don't seek answers online.

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

6. Delivery of RSE

Sex education is carried out principally within the Science curriculum and Tutorial programme according to current legislation. Materials and any external speakers are carefully chosen, appropriate to the needs and

ages of our students and according to the national curriculum. Sex education is taught within the context of stable, loving relationships. We consider how students may be taught about safeguarding, including on-line, through teaching and learning opportunities. Parents are informed of the programme and are welcome to view materials used in sex education or to discuss further with the year tutor. Parents are told of their right to withdraw their son or daughter from this programme. Alternative arrangements will be made for these students.

Our programme provides knowledge about the processes of reproduction and human growth as part of the national curriculum in science. All students must follow this programme. The programme deals with the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes that allow students to manage their relationships in a responsible and healthy manner and provides them with parenting skills for later in life. The programme is carefully structured and shows continuity between the years. The programme is delivered within a moral framework. As well as knowledge and information, students are encouraged to consider the importance of the following values, which are derived from the schools' value system.

We work to develop attitudes and values through:

- promoting respect, value, love and care of themselves and others including respect for individual and cultural differences and for LGBT community members
- developing understanding and promoting sensitivity towards the needs and views of others and modelling appropriate behaviours.
- discussing moral issues including concepts associated with right and wrong; encouraging responsibility for their own actions and promoting positive self-images.
- exploring responsibility to the school, their family and the wider community.

We work to develop personal and social skills through:

- learning how to share and co-operate with others.
- experiencing being part of a community within the class, the school and the wider community, enjoying the benefits, and learning to accept the responsibilities this brings.
- enabling students to express preferences, communicate needs, make decisions, choose options that other people act upon and respect.
- supporting students in learning to understand appropriate and inappropriate behaviours and manage their own behaviour and emotions.
- enabling students to make choices and deal with the consequences that these may bring.
- enabling students to make choices based on an understanding/acceptance of differences and absence of prejudice.

- developing self-respect and empathy for others.
- developing self-awareness and self-esteem.
- developing skills to manage potential conflict and upset.
- learning how to assert oneself appropriately and safeguarding to avoid abusive exploitation.
- realising the importance of ‘deferring’ or ‘delaying’ sexual experiences as young people, including in the contexts of unwanted school-age pregnancies, dangers of “sexting”, cyber-grooming, etc

We aim to develop knowledge and understanding through:

- developing body awareness and physical control.
- developing an understanding of their ability to influence the environment.
- developing a knowledge of gender, growth and development.
- learning when privacy is appropriate and how to protect one’s own privacy.
- promoting a positive attitude to body changes around puberty and developing the skills needed to cope with them.
- developing an understanding of physical feelings, including physiological responses to touch.
- developing an understanding of own and others’ sexuality, sex health, emotions and relationships.
- learning about healthy lifestyles.

As part of our sex education programme, issues of contraception, HIV/AIDS, sexuality, unwanted pregnancies and abortion will be addressed. Facts are presented in an objective and balanced way, with students being encouraged to consider their attitudes and values. Students are made aware of the differences between fact, opinion, and cultural and religious beliefs.

Our methods of teaching include presentations and small group discussion, visiting speakers, the use of worksheets, videos and textbooks. Students receive visits from local health clinics to learn about contraception

Staff are aware that effective sex and relationship education may lead to disclosure of a child protection issue and will use the school’s child protection policy to handle any such matter confidentially.

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).

7. Roles and responsibilities

7.1 The local governing board

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

7.2 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/non-science components of RSE (see section 8).

7.3 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/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.

RSE is taught by all staff with responsibility for delivering PSHE, and the specific staff member may vary as per the requirements of the school timetable.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right 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.

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 pupil's 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.

9. Training

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

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.

10. Monitoring arrangements

The delivery of RSE is monitored by PSHE Coordinator and the Deputy Headteacher:

- Monitoring of resources and programme materials
- Monitoring of staff training and development
- Learning walks and observations of RSE lessons

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

This policy will be reviewed by the Deputy Headteacher on an annual basis. At every review, the policy will be approved by the Headteacher and Governing Board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Spring Term	Gender Inequalities; Positive body image; Puberty - changing bodies; Puberty & Consent; Sexuality & Diversity; Healthy Relationships; Online safety; Self esteem & social media; Alcohol & Relationships; Being a good friend
Year 8	Spring Term	Gender Inequalities; Positive body image; Understanding Consent; FGM; Sexuality & Diversity; Healthy Relationships; Online safety; Sexting; Alcohol & Risk.
Year 9	Spring Term	Gender Inequalities; Positive body image; Challenging sexism; Power of language; Understanding Consent; Sexuality & Diversity; Healthy Relationships; Online grooming; Pornography; Abusive relationships;
Year 10	Spring Term	Gender Inequalities; Positive body image; Challenging sexism; Power of language; Understanding Consent; Sexuality & Diversity; Healthy Relationships; Online grooming; Pornography; Abusive relationships;

Links to sample of resources used:

Year 7

Puberty booklets: <https://www.fpa.org.uk/sites/default/files/4boys-male-body-growing-up-puberty.pdf>

<https://www.fpa.org.uk/sites/default/files/4girls-female-body-growing-up-puberty.pdf>

Alcohol & Relationships: <http://www.bbc.co.uk/newsround/13848214>

Self esteem & Social Media: <https://www.childnet.com/resources/pshe-toolkit>

Year 8

Body positivity: <https://www.youtube.com/watch?v=uDowwh0EU4w>

Gender inequalities: <https://vimeo.com/233691027>

Consent: https://www.youtube.com/watch?v=pZwvrXVavnQ&feature=emb_logo

Sexting: <http://www.childnet.com/resources/pshe-toolkit/sexting/just-send-it>

FGM: <https://www.truetube.co.uk/film/my-body-my-rules>

Year 9 & 10

Stonewall resources: <https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0>

Language: <https://www.youtube.com/watch?v=UEfE2b5Z2lo>

Online grooming: <http://www.breckfoundation.org/>

Pornography: <https://www.youtube.com/watch?v=flh8gnC6J1s>

<https://www.bbc.co.uk/teach/class-clips-video/pshe-citizenship-ks4-gcse-male-attitudes-towards-sex-and-consent/z62scqt>

Abusive relationships: <https://www.thinkuknow.co.uk/professionals/resources/exploited/>

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

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 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 ● 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,	<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

including sexual health	<ul style="list-style-type: none"> ● 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
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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	