



Sex and Relations Education Policy

Originator: Ted Fisk

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1. Aims, Rationale & Ethos

A key aim of Marshfields School is that each student will develop the skills and knowledge to make decisions. Among the most important decisions that an individual can make are those that concern how he or she will relate to others. Well-considered decisions about sex and relationships can only be made if individuals have adequate knowledge and understanding of their own physical and emotional development.

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
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Sex and relationships education forms an integral part of the curriculum policy and the schemes of work for science, personal, social and health education (PSHE), online safety and relates to child protection/safeguarding.

Our School Ethos and how this relates to RSE:

The school exists to ensure that SEND students of, or surrounding, the City of Peterborough have their needs met and are successful members of society when they leave us. We will ensure that they become independent and resilient, and able to speak for themselves when they require support to live.

We will do this by:

- Encouraging respect and tolerance for all members of the school community, with staff leading by example.
- Setting high expectations for student outcomes and preparing for adulthood.
- Ensuring students have access to a wide range of activities that address their additional needs and give them the opportunity to be independent despite them.

Therefore, at Marshfields we fully support equal rights for all and throughout our schemes of work in PSHE we promote a recognition and acknowledgement of diverse family backgrounds including the LGBT+ community.

2. Statutory requirements

In teaching RSE, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. From September 2020 (and by the Summer Term 2021) all students will receive our new PSHE Curriculum which covers the three main topic areas:

- Health and Wellbeing
- Relationships and Sex Education
- The Wider World

Within these areas all students at Marshfields will learn about what it means to give consent and students from KS2 upwards will have a lesson on Basic First Aid.

At KS3 students will learn about puberty, sexual health, Students In KS3 will receive comprehensive Sexual Health education and students In KS2 will learn about the Life Cycle, with an introduction to elements of Sexual Health that prepare them for puberty and the changes associated with the body at this time.

The RSE will be made compulsory In ALL Secondary Schools from September 2020. Guidance for HE, RE & RSE was released In June 2019. The new requirements are about raising and improving standards across all schools In a way that does not cause undue burden on workload and resources. Regular curriculum time should be given to the subject and as a result we will be offering one 1hr 20-minute lesson a week for all students. These lessons will be delivered by the students' form tutor.

Parents should be allowed to withdraw students from certain PSHE topic areas (set lessons) should they so wish - this will be made clear by letter which lessons are on the opt-out list only

KS2 students right through to KS5 should be taught about 'consent' and what this means and how to give consent to something. First Aid training will be taught from KS2 upwards.

Students in KS3 will receive comprehensive Sexual Health education and students In KS2 will learn about the Life Cycle, with an introduction to elements of Sexual Health that prepare them for puberty and the changes associated with the body at this time.

All students from KS3 upwards will be taught about the Life Cycle (through discrete 'Learning for Life' lessons as well as in certain Science lessons). All students will know how a baby is conceived and born.

All students will acquire the necessary language in which to be able to describe and communicate changes in the body or be able to communicate or report abuse or similar causes for concern, using the appropriate Safeguarding procedures. All staff are fully trained on how to report a disclosure using the 'My Concern' system.

Certain elements of the 'Keeping Children Safe In Education' statutory guidelines are integrated into the new PSHE framework such as Forced Marriage, FGM, County Lines, Honour Based Violence and Prevent to help INFORM students to recognise when they might possibly be in a situation that could relate to these national concerns and EMPOWER them to report a concern.

This PSHE curriculum also recognises our statutory obligation to prepare students for adulthood, by ensuring that there is a well thought out pathway and planned route for students to future education and/or employment. Opportunities for students to meet the Gatsby Career Benchmarks are interwoven into our KS4/5 PSHE curriculum.

Overall the law requires that there is a need for high quality RSE as an identifiable part of the curriculum. These steps are based on good practice and evidence. The requires that Relationships and Sex Education (RSE) is to be taught in all Secondary Schools and Relationships Education is to be taught in all Primary Schools in England. Health education will also be mandatory, which includes content on puberty.

3. Policy development

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

- Review – a member of staff or working group pulled together 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 and any interested parties were invited to attend a meeting about the policy.
- 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

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

Our curriculum is set out in Appendix 1 and will be reviewed on a regular basis. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.

Primary Relationships and Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.
- Acceptable behaviour.
- Secondary Relationships and Sex Education for the girls will cover the menstrual cycle and all lessons are delivered with an LGBT openness and acceptance of diverse family backgrounds.

Other key topics that cover the statutory requirements and more are:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Pornography (not reality) and sexual urges
- Going through puberty
- Abortion and assisted contraception
- Abuse and consent
- Sexual Health
- Forced marriage and honour based violence

For more information about our curriculum, please refer to our website www.marshfields-sch.co.uk

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Online safety is also covered in some IT lessons. Students also receive stand-alone sex education sessions delivered by a trained health professional.

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).

Organisation of School Sex and Relationships Education:

KS2 (Year 5&6):

KS2 students receive RSE within their first two terms of PSHE lessons delivered by the form tutor. The sex education element of RSE at KS2 is not a statutory requirement, but is considered good practice to cover these elements and as such, it is encouraged here at Marshfields, but the sex education content gives parents the opportunity to opt out of this for the form tutor delivered material only. Some lessons of Science will reinforce learning on *The Life Cycle* and learning the key vocabulary of the body to empower students to help make an accurate disclosure of abuse if the need arises.

KS2 students will also receive basic *First Aid* training and will be taught about the meaning of the word '*Consent*' They will receive lessons on what '*Abuse*' is and how to report it.

KS3 (Year 7, 8 & 9):

Yr 7- Term 5 Your Body - Healthy Lifestyle

- Gender
- My body
- Growing up - they were babies, they grew into how they look now.
- Family, people we know - strangers. Identifying people who are known.
- Doctors, nurses, dentists - people who help us stay healthy.

Yr 8- Term 2 Lifestyles and Well being

- Growing up
- Human life cycle
- Boys and girls - Challenging stereotypes
- Male and female body
- How babies grow
- Life cycles of animals (Term 5)

KS4 (Year 9 – begin the KS4 course later in Year 9) Year 10 & 11

- B2 Babies - Reproduction, puberty, menstruation, and contraception
- B9 Creepy Crawlies - Life cycles
- ASDAN PforA - Good Health - Biology Living Systems

RE – The teaching of the six principal religions in Britain with regard to sexual behaviour will be addressed in RE through the Humanities curriculum in Key Stage 4.

IT - In KS4 students cover a range of essential 'need to know' topics around e-safety and online relationships, empowering our students to protect themselves and their identity at all times and to be mindful of 'fake news', 'fake media' or 'fake profiles' and to recognise the need to safeguard against online scams and how to spot potential 'grooming' type behaviour online.

PSHE Lessons (RSE within): - delivered by the Form Tutor

KS3 (Years 7, 8 & 9)

Relationships and Sex Education covers topic headings such as: *My Body, Abuse, Consent, Respecting Others, Abuse, Online Activity (including Pornography – not reality), Puberty* (which includes *The Menstrual Cycle* for female students), *'Sexual Health', 'Abortion and Assisted Contraception'* will be delivered within the one lesson a week dedicated to the PSHE curriculum (with key aspects of Citizenship covered also including *Law and Justice* and *Responsible Activity*). The Community Nurse is invited in to run discrete sessions with students from all years to cover the key areas thoroughly and with expertise.

KS4 (Year 10 & 11)

Relationships and Sex Education covers topic headings such as: *Abuse, Consent, Respecting Others, Abuse, Online Activity (including Pornography – not reality), Puberty* (which includes *The Menstrual Cycle* for female students), *'Sexual Health', 'Abortion and Assisted Contraception'* will be delivered within the one lesson a week dedicated to the PSHE curriculum (with aspects of Citizenship covered also). The Community Nurse is invited into run discrete sessions with students from all years to cover the areas thoroughly and with expertise.

KS5 (Year 12 & 13)

Relationships and Sex Education is delivered by the Form Tutor. At Post 16 the RSE topic areas that are covered include: *Family Boundaries; Falling In Love; Getting Married (including Forced Marriage); Online Dating; Respecting Sexuality, Consent, Pornography, Abusive relationships, Abortion and Assisted Contraception; Sexual Health.*

On occasions expert speakers or community groups relating to the above issues may be invited into school to speak about a subject area of RSE. This content will be wholly appropriate to the curriculum and DfE guidance in line with Public Health advice. Our curriculum is designed to address local issues within the community based on statistics and data provided by these services.

Classroom ground rules are set for all staff and students to enable all to feel secure. These rules do not allow inappropriate personal questions to be asked and emphasise the right to be listened to with respect. No student will be asked to do or say anything she/he does not feel comfortable about.

- Teaching will include the giving out of factual information, but the importance of open discussion and role play will be recognised.
- A variety of resources will be used as appropriate to the age of the student. The school will continue to choose resources which give a balanced view, especially for potentially controversial topics such as abortion and homosexuality.
- It is necessary to be quite explicit in the teaching of some topics (such as contraception and the transmission of an STI) but this will be handled sensitively. Some students may ask explicit questions and if a response to the whole class does not seem appropriate, the question may be answered only to the individual or small group of students. Unless otherwise specified in the outline scheme of work, all lessons will be taught in mixed gender groups.

- All students are entitled to a programme of sex education. Parents may, however, request that their children are withdrawn from some areas. Withdrawal from the National Curriculum aspects of sex education is not permitted by law. Parents should also be aware that some aspects of sex education arise in subjects other than science (e.g. the study of population in the Geography National Curriculum). Questions which arise naturally in the classroom will be answered by subject staff.

Our moral and values framework has been drawn up with reference to government legislation and guidance which affirms the need to encourage students to have due regard to moral considerations and the value of family life.

Key elements of our framework:

- To emphasise the importance of marriage and loving committed partnerships as the ideal context for sexual activity.
- To recognise the nature and importance of stable relationships for family life and bringing up children, with reference to marriage.
- To consider the teaching of Christianity and the other principal religions represented in Britain about family life and sexual behaviour.
- To accept the value of all people and the differences in sexual attitudes between cultures.
- To emphasise equality in relationships and responsibility.
- To help young people resist the pressure to become prematurely involved in sexual activity and to present choosing not to have sex as a positive option.
- To teach the current legislation relating to sexual behaviour.

7. Roles and responsibilities

7.1 The Governing Body

The governing body will ensure that the school is complying with statutory requirements to deliver sex and relationships education, including education about HIV and AIDS and other (STI) sexually transmitted infections or diseases (STD). They will seek the advice of the headteacher on this policy, keep it up to date and make it available to parents. They will ensure that sex and relationships education is provided in a way that encourages students to consider morals, the value of family life and the importance of stable relationships.

7.2 The Headteacher

The headteacher will ensure that the governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school and that sex education is provided in a way that encourages students to consider morals, the value of family life and the importance of stable relationships. The headteacher will ensure students are protected from inappropriate teaching materials and that parents / carers are informed about the programme for sex and relationships education

7.3 Staff

Staff will provide sex and relationships education in accordance with this policy and in a way that encourages students to consider morals and the value of family life. They will participate in training to provide sex education in line with the school curriculum policy and implement the agreed scheme of work. They will draw to the attention of the headteacher and/or the member of SLT responsible for managing sex education, any materials which they consider to be inappropriate

7.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. All students are provided with the opportunity to have their say through student voice processes when planning for their needs and reviewing the success of the learning.

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 student's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work on relationships and health will be given to students 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 and 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. Safeguarding & Safe and Effective Practice

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding issue. Staff will follow the usual school policy procedure for safeguarding and disclosures using our My Concern software to raise a concern at the appropriate level in response to the disclosure

Visitors/external agencies which support the delivery of RSE will be required to sign in on arrival and will be briefed on our RSE policy and escorted to and from their delivery location. The protocol for inviting visitors into lessons is to seek approval by the Headteacher and ensure that DBS checks are in place for the visit to go ahead.

We will ensure a safe learning environment by adhering to our classroom ground rules. Teachers and students will agree ground rules by discussing these rules and confirming them. Students' questions will be answered by an open forum, but not by revealing the student's identity who posed the question from a previous lesson or written opportunity. Sensitive issues will be handled by a member of the safeguarding team if pertinent to this. Students will be able to raise questions anonymously by poll, questionnaire or anonymous student voice opportunities.

All staff teaching RSE will be supported by training, planned schemes of work and delivery support from the PSHE lead

11. Monitoring Arrangements

The headteacher will provide a report to the Governors Curriculum Committee on the implementation of the scheme of work once each year (in July), together with a record of parental and student

complaints, the number of students withdrawn from lessons, and the number of teachers and other staff involved in training on sex education. Lessons on sex education will be observed in the normal programme of monitoring teaching and the judgements about the impact of the lesson on students will be included in the report.

The PSHE Lead will monitor lessons and review the quality of RSE within the PSHE curriculum ensuring that the staffing training needs are addressed and that students are covering the statutory requirements within their learning of RSE. Teachers will critically reflect on their work in delivering RSE through self-assessment, some peer assessment, and coaching opportunities.

Students will have opportunities to review and reflect on their learning during lessons through student voice which will be influential in adapting and amending planned learning activities for future RSE and PSHE schemes of work.

12. Policy Approval and Review

The Head of PSHE will ensure that the policy is reviewed annually by the Headteacher and the Governing Body to ensure that the school is compliant with any statutory changes and that all stakeholders are informed of the changes (in July) made to this policy before it is ratified for use from the following September.

Appendix 1: Curriculum map

	KS2	KS3	KS4	KS5
TERM 3 (Jan-Feb) RSE	RELATIONSHIPS (Safe & Healthy) 1. My Family 2. Love 3. Friends 4. Marriage 5. Online Friends 6. Unkind Behaviour	RELATIONSHIPS & SEX EDUCATION 1. Loved Ones 2. Teenage Feelings 3. Marriage & Separation 4. Online Friends 5. Respect for others 6. Consent	RELATIONSHIPS & SEX EDUCATION 1. Family Boundaries 2. Strong Feelings 3. Marriage (Forced) 4. Online Behaviour 5. Respect for all 6. Consent	RELATIONSHIPS & SEX EDUCATION 1. Family Boundaries 2. Falling in Love 3. Getting Married 4. Online Dating 5. Respecting Sexuality 6. Consent
TERM 4 (Feb - April) RSE	RELATIONSHIPS & SEX ED 1. Bullying 2. Abuse (Consent) 3. The Life Cycle 4. Emotions 5. Good Friends 6. My Body (changes) 7. Right and Wrong (Acceptable Behaviours)	RELATIONSHIPS & SEX ED 1. Bullying 2. Abuse (Consent) 3. Families & Carers 4. Sexual Urges 5. Caring Friendships 6. Abortion and Assisted Conception 7. Puberty 8. Pornography	RELATIONSHIPS & SEX ED 1. Bullying 2. Abuse (Consent) 3. Parenthood 4. Contraception 5. Respectful Relationships 6. Abortion and Assisted Conception 7. Sexual Health 8. Pornography	RELATIONSHIPS & SEX ED 1. Bullying 2. Abusive Relationships 3. Preparing for Parenthood? 4. Contraception 5. Positive Relationships 6. Abortion and Assisted Conception 7. Sexual Health 8. Pornography

*Students can be removed from the bold type PSHE lessons that focus on these Sex Education issues at the parents request by completing the form in Appendix 3. The student in question will receive further high quality Relationships and Health Education at this time as an alternative provision.

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

TOPIC	STUDENTS 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

TOPIC	STUDENTS SHOULD KNOW
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

TOPIC	STUDENTS SHOULD KNOW
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)

TOPIC	STUDENTS SHOULD KNOW
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

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	

TO BE COMPLETED BY THE SCHOOL

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