

# **Corby Technical School**

## **Relationships and Sex Education policy**



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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
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Provide students with information about physical health and mental wellbeing in order that they can make good decisions, take care of themselves, and receive support if problems arise.

We want to enable our students to live independent lives while being considerate of others. They will have the skills to understand how to build and sustain healthy relationships now and in the future, acting responsibly and sensitively to others so that both they and the wider society benefit. We want our students to develop a positive sense of self-awareness and self-esteem whilst also understanding the development of relationships within families, in friendships and wider contexts.

## 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 must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). We will also consider guidance as set out in the [Equality Act 2010](#).

At Corby Technical School we teach RSE as set out in this policy.

## 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:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Student consultation – we investigated what exactly students want from their RSE curriculum
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations or ask questions about anything they felt was omitted
4. Parent/stakeholder consultation – parents and carers were invited to attend a meeting about the policy
5. All parents were then given the opportunity to respond to the policy and the curriculum and to ask any questions they may have
6. 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. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

## 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, 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.

## 6. Delivery of RSE

### 6.1 Teaching and timetabling

RSE is taught within the personal, social, health and economic (PSHE) education curriculum which is delivered in tutor time, tutors are provided with detailed schemes of work and suitable resources. PSHE is also taught through a weekly assembly for each year group which reflects the values and ethos of the school. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious social and cultural studies (RSCS).

Students also receive stand-alone sex education sessions delivered by trained health professionals such as the School Nurse.

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 relationships 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).

### 6.2 SEND Students

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Our SEND team will support where necessary and will be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice when supporting with the delivery of RSE. There may be a need to tailor content and teaching to meet the specific needs of students at different developmental stages. For some students with an EHCP it may be necessary for the SEND team to liaise with parents to ensure they are aware that certain topics will be covered so that they can prepare for conversations at home.

## 7. Roles and responsibilities

### 7.1 The governing board

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

## 7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory 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 students
- Responding appropriately to students 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. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher

The Humanities department are responsible for the planning and delivery of RSE at Corby Technical School, led by the PSHE co-ordinator.

## 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' right to withdraw

Relationships and sex education is part of all students' education and it is hoped that all will participate. However, the school acknowledges that, under the DFE Sex and Relationship Guidance for 2020, 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 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. A member of the Senior Leadership Team will discuss the request with parents and take appropriate action.

Alternative work 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 initial teacher training, and it is included in our continuing professional development calendar. CPD will be available to all teachers who deliver aspects of the RSE curriculum so that they feel confident and prepared for the appropriate teaching of sensitive issues.

The PSHE Co-ordinator 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 the Senior Leader responsible for Curriculum supported by the Director of Humanities and the PSHE co-ordinator through a range of monitoring arrangements in line with other subject areas.

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

This policy will be reviewed annually by the Vice Principal responsible for Curriculum, at every review, the policy will be approved by the Principal.

## SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	<b>Term 1</b> Health & wellbeing	<b>Term 2</b> Citizenship & Living in the wider world	<b>Term 3</b> Relationships	<b>Term 4</b> Health & wellbeing	<b>Term 5</b> Relationships
<b>Year 7</b>	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	Political Systems & Operation of parliament. The law and justice system. The role of public institutions & voluntary groups in society.	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM.	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries and social media.
<b>Year 8</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use.	<b>Citizenship</b> Political Systems & Operation of parliament. The law and justice system. The role of public institutions & voluntary groups in society.	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies and social media.	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
<b>Year 9</b>	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.	<b>Citizenship</b> Political Systems & Operation of parliament. The law and justice system. The role of public institutions & voluntary groups in society.	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes.	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid.	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.
<b>Year 10</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.	<b>Citizenship</b> Different electoral systems, other forms of government, human rights and international law, legal system in the UK, being an active citizen. Finance – credit debt, savings, pensions etc. * (same as below)	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography.	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism.
<b>Year 11</b>	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities.	<b>Citizenship</b> Different electoral systems, other forms of government, human rights and international law, legal system in the UK, being an active citizen. Finance – credit debt, savings, pensions etc ( <b>Financial decision making</b> )  *Saving, borrowing, budgeting, and making financial choices	<b>Communication in Relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and Abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships

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

TOPIC	STUDENTS SHOULD KNOW
Families	<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> <li>• 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</li> </ul>
Respectful relationships, including friendships	<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 bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <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>



TOPIC	STUDENTS SHOULD KNOW
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> <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>

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <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 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			
Which aspects of Sex Education would you like your child withdrawn from?			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.