

St. Peter's Centre

Medical Short Stay School



Sex & Relationship 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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Underpin the School Values and ethos
- To provide students with a bespoke programme focusing on issues that will generate a toolkit for life as well as take into consideration contextual issues for our cohort.
- Help pupils develop feelings of self-respect, confidence and empathy
- Educate students about harmful sexual behaviours and appropriate behaviour, language and respect for men and women
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Effective RSE is a key component to our approach to safeguarding pupils

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 St Peter's Centre 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 put 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 were invited to review curriculum documentation and complete a survey
4. Pupil consultation – we will regularly request pupil feedback.
5. 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 pupils, 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 as per Appendix 1 but we may need to adapt it to address the needs and gaps of our cohort. The curriculum is set out to be delivered from Year 7 to Year 11. Year on year, topics and themes will be revisited and developed appropriate to age and stage. Students will be consulted on arrival about what they need and want in relation to the curriculum and a further more targeted curriculum will be designed following this.

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.

External experts will deliver some aspects of the curriculum where appropriate

6. Delivery of RSE

- RSE is taught within the personal, social, health and economic (PSHE) education curriculum. The curriculum will be delivered by teachers via a weekly lesson on Wednesday.
- RSE themes will also be delivered in assemblies and drop down days relevant to age and stage.
- Biological aspects of RSE are taught within the science curriculum.
- We hope to offer Pupils stand-alone sex education sessions delivered by a trained health professional.

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

6a. Inclusion and differentiation

Our RSE programmes recognise that young people will bring prior learning and real life experiences to their learning. Our programmes respect and build on these, providing programmes that reflect both the universal and unique needs of our students. In this way, the programmes recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

6a. Pupils with additional needs

As far as is appropriate, young people with special educational needs follow the same RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one to one basis.

It is the school's policy not to withdraw young people with special educational needs from RSE to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

7. Roles and responsibilities

7.1 The Management Committee

The Management Committee 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-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.

The Headteacher, will lead PSHE and RSE across the school. Teachers and TA's will drive the delivery of the curriculum within groups.

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 and 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

Any staff who are asked to deliver the RSE curriculum will be given intensive training in order to ensure the quality and confidence of all.

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 Headteacher.

This will include:

- Teaching and Learning quality assurance
- Learning walks and work scrutiny
- Staff and student feedback

11. Assessment

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme. Young people do not pass or fail in this area of learning but have the opportunity to reflect on their own learning and personal experiences, and set personal goals and agree strategies to reach them. This process of reflective assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways. We will assess pupil's learning through; in class question and answer, discussion, group work, peer assessment, self-assessment and marking. Students will also reflect on learning by using a Learning Journey log.

12. Review

Members of the Management Committee will review and approve this policy every year considering guidance from the DfE, Ofsted and PSHE Association.

Appendix 1: Summary of SPC PSHE/RSE Curriculum

	Autumn 1 Health and Wellbeing	Autumn 2 Living in the Wider World	Spring 1 Relationships	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
7	<p>Welcome Ladies and Gentlemen</p> <p>Aspirations, self-esteem, diversity and ethics as students transition from primary to secondary school</p>	<p>Positive Masculinity</p> <p>What does it mean to be a man and how do we feel about masculinity as women?. How do men and women cope with mental health issues? Career aspirations and life beyond St Peter’s Centre</p>	<p>No one an Outsider at SPC</p> <p>Diversity, Prejudice and discrimination. How do we ensure we enable everyone to fit in and be respected</p>	<p>Close Shave</p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<p>The Others</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p>	<p>Financial Savvy</p> <p>Saving, borrowing, budgeting and making financial choices</p>
8	<p>Substance Misuse: The facts</p> <p>Alcohol and drug misuse and pressures relating to drug use</p>	<p>The world of Work: Life Beyond SPC</p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work.</p>	<p>Don’t Fear Equality</p> <p>Extremism and Discrimination in all its forms,</p>	<p>Head Ed</p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p>	<p>Gender, Sex and Identity</p> <p>Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception</p>	<p>Digital literacy</p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p>
9	<p>Gender and Life</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<p>Life beyond Year 9</p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p>	<p>Relationship First Aid</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p>Life Choices: Living your best life.</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p>Sex and Intimacy</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p>Digital Delicacy</p> <p>Employability and online presence</p>
10	<p>Mental Health First Aid</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>The Art of Financial Success</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p>Sex Myth Busters</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p>Influencers</p> <p>The influence and impact of drugs, gangs, role models and the media</p>	<p>Life in Modern Britain</p> <p>Communities, belonging and challenging extremism</p>	<p>The world of Work: Life Beyond SPC</p> <p>Preparation for and evaluation of work experience and readiness for work</p>
11	<p>Induction to Year 11</p> <p>Self-efficacy, stress management, and future opportunities</p>	<p>Life Beyond Desborough</p> <p>Application processes, and skills for further education, employment and career progression</p>	<p>The Changing face of the Family</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	<p>SRE Finale</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Examinations</p>	<p>Examinations</p>

Appendix 2: By the end of secondary school pupils should know (Summary of Statutory Guidance)

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p>

	<p>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>
<p>Intimate and sexual relationships, including sexual health</p>	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

Appendix 3: Withdrawal from RSE parental application

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	

