

Local Procedure Title	Relationships and Sexual Education
Site	Sedgemoor Manor
ACS Policy number and title	ACS 20 Relationships and Sexual Education
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Local Procedure Author(s)	Millie Bailey
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1. INTRODUCTION

In order to effectively implement policy ACS 20, Sedgemoor Manor School has created this local procedure, which explains how the policy is applied and put into practice at service level. This local procedure should be used in conjunction with the related policies listed ACS 20.

2. AIMS

The aims of relationships and sex education (RSE) at Sedgemoor Manor School are to:

- Provide a framework in which sensitive discussions can take place.
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully inclusive of all genders, sexual orientations, and all types of families.
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent.
- Reinforce the importance of loving relationships, rooted in mutual respect.
- Explore the skills needed for effective parenting and how to assess one's readiness to be a parent.
- Ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils to develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Provide pupils with strategies to engage in happy, healthy and appropriate relationships both now and in the future.

The purpose of the RSE curriculum is to learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships. The policy has been guided by the advice of PSHE association.

3. SCOPE

We are required to teach Relationships and Sex Education (RSE) as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that as of September 2020, all schools must deliver Relationships and Sex Education. (All primary age students

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will be taught Relationships Education and all secondary age students will be taught Relationships and Sex Education). Those with Parental Responsibility have the right to withdraw pupils from RSE for the aspects of sex education which are not part of the Science Curriculum.

High quality RSE helps create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- RSE plays a vital part in meeting the schools' safeguarding obligations as outlined in the updated Keeping Children Safe in Education – statutory guidance for schools and colleges (September 2019).
- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children need to be prepared for the physical and emotional changes they undergo at puberty, and young people need to learn about relationships. Older pupils frequently say that Relationships and Sex Education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report.' Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes, values, personal and social skills, family, stable and respectful relationships, social, moral and legal dimensions of sexuality as well as factual teaching about sex and sexual health. Sex and relationships education (SRE) for the 21st century (2014).
- Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships giving them an entitlement to learning that will equip them to live safe, fulfilled and healthy lives.
- The Department of Health set out its ambition for all children to receive high quality Relationships and Sex Education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010) highlighted that 'Children need high quality Relationships and Sex Education so they can make wise and informed choices'.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

4. DEFINITION

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health". The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding". The Government envisages that effective school RSE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development to enable them to make responsible decisions about their relationships, sexual health and well-being. At Sedgemoor Manor; in the primary phase Relationships Education will be taught and in the secondary phase Relationships and Sex Education will be taught.

5. RESPONSIBILITIES

Responsibility for the specific relationships and sex education programme lays with the Headteacher (Emily Bott) and the PSHE/RSE subject Lead (Milly Bailey). However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will role model good, healthy, wholesome relationships between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents and appropriate agencies.

PSHE/RSE Subject Lead

The subject lead along with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy, subject planning and subject delivery and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

All Staff

RSE is a whole school topic of coverage. All teachers have a responsibility of care; and they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Appropriate training will be made available for all staff teaching RSE. All staff should be aware of the policy and how it relates to them.

6. PARENTS'/CARERS' RIGHT TO WITHDRAW

Parents have the right to request that their child be withdrawn from aspects of Sex Education delivered as part of statutory RSE and this should be put in to writing to the head teacher outlining the reasons for this. Before agreeing to the request, there will be a meeting to discuss further with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Sedgemoor Manor School will document this process to ensure a record is kept on the students' file. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving RSE and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although this may be mitigated if the parents/carers propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

This process remains the same for pupils with SEND, however there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The head teachers will automatically grant a request to withdraw a pupil from any sex education delivered other than as part of the Science curriculum. When a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

7. MONITORING

Curriculum

Our curriculum map is set out as seen in **Appendix A** however this may be subject to change on a need must basis, if and where applicable. The curriculum has been developed in line with DoFE guidance as well as the needs of the students at Sedgemoor Manor School. Primary sex education will focus on the following areas and will be explicitly covered within Science lessons. If there is an individual need, this can be extended on within the Primary PSHE curriculum.

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Delivery

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and is linked to ASDAN Lifeskills Challenges and ASDAN Short Courses. It is delivered in stand-alone PSHE lessons as well as during tutor time and assemblies. Biological aspects of RSE are taught within the Science curriculum.

Pupils may receive stand alone sex education sessions on a need must basis to support vulnerable students or where there a need has been highlighted.

Lessons will be of an age-appropriate nature and relevant to the current cohort of students. This will require an approach that is inclusive of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age religion or belief, ACEs and other life experiences.

KS2 Focus –

- Families and people who care for me
- Friendships
- Online relationships
- Respectful relationships
- Keeping safe

KS3/4 Focus –

- Families
- Respectful relationships
- Online and media
- Keeping safe
- Intimacy
- Sexual relationships
- Sexual health

Post 16 –

There is no legal requirement that PSHE/RSE are explicitly taught to students in Post 16 Education. However, at Sedgemoor Manor School we believe that our 6th Form students may be vulnerable to many of the aspects covered in RSE and therefore consider it of huge importance to ensure RSE coverage continues in to Post 16.

Pupil Questions

Questions from pupils will be answered honestly and will not directly relate to personal experiences or opinions. The intention will be to reflect different sides of an argument if the topic is one of multiple perspectives. Staff are to provide information and guidance as opposed to instruction. Those withdrawn from RSE coverage may still ask questions to staff and answers will follow the same stated guidance. Although students are encouraged to discuss with parents/carers they are not made to. Students may also wish to have discreet 1-1 conversations on topics which should be supported. If a pupil discloses information which is of concern regarding child protection, the procedure outline in the Safeguarding Procedure will be followed. Pupils are directed to take time out should a topic cause distress. They will not be made to discuss this but will be offered support. Communication between those delivering RSE and pastoral staff should be open in a way to support any students requiring additional RSE support.

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available on request, free of charge from the school office.

Appendix A

By the end of KS2:

Topic	Should Know
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

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	<ul style="list-style-type: none"> • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Keeping safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

By the end of KS4:

Topic	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	<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 nonconsensual 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

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	<ul style="list-style-type: none"> 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
Keeping 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, honourbased 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)
Intimacy	<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 they have a choice to delay sex or to enjoy intimacy without sex
Sexual relationships	<ul style="list-style-type: none"> That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. How the use of alcohol and drugs can lead to risky sexual behaviour
Sexual health	<ul style="list-style-type: none"> The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women 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 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 to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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Contents Checklist (Local Sites may add additional items – this is a core list)		
Defines RSE		Outlines how RSE is monitored and evaluated
Describes how RSE is provided (aspects of the curriculum, outside speakers, tutorials, therapeutic input etc)		Includes information on parents' right to withdrawal and actions to be taken
Explains who is responsible for providing RSE		Outlines the training and support offered to staff delivering RSE

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions