THE TRIPLE CROWN CENTRE

Relationships and Sex Education (RSE) policy

Approved by The Management Board

Date of Approval: November 2023

Date of Next Review: November 2026

1. Aims

The aims of relationships and sex education (RSE) at The Triple Crown Centre are to:

> Provide a framework in which sensitive discussions can take place

> Support young people through their physical, emotional and moral development

> Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

> Help pupils develop feelings of self-respect, confidence and empathy

> Create a positive culture around issues of sexuality and relationships

> Teach pupils the correct vocabulary to describe themselves and their bodies

> Teach students about aspects of the law regarding sexual relationships

> Understand the changes that are happening to their bodies and how these will affect them

> Develop the skills to avoid unwanted behaviour

2. Statutory requirements

As a maintained secondary school, we must provide RSE to all pupils under 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 must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Triple Crown 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/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is an essential part of a balanced and broad curriculum. It 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

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. We will share all curriculum materials with parents and carers upon request.

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.

The school's RSE programme is taught as part of the PSHE curriculum throughout Key Stages 3 and 4. We will require students to respect and appreciate many different viewpoints and use these to inform their own decisions. All staff teaching RSE will be expected to do the same. The programme is also supported by outside agencies including: umbrella, Loudmouth theatre group, Riverside drama group and 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 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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1   Inclusivity

We will teach about these topics in a manner that:

> Considers how a diverse range of pupils will relate to them

> Is sensitive to all pupils' experiences

> During lessons, makes pupils feel:

- o   Safe and supported

- o   Able to engage with the key messages

We will also:

> Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- o   A whole-class setting

- o   Small groups or targeted sessions

- o   Digital formats

> Give careful consideration to the level of differentiation needed

6.2   Use of resources

We **will** consider whether any resources we plan to use:

- o   Are aligned with the teaching requirements set out in the statutory RSE guidance

- o   Would support pupils in applying their knowledge in different contexts and settings

- o   Are age-appropriate, given the age, developmental stage and background of our pupils

- o   Are evidence-based and contain robust facts and statistics

- o   Fit into our curriculum plan

- o   Are from credible sources

- o   Are compatible with effective teaching approaches

- o   Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

> Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- o   Are age-appropriate

- o   Are in line with pupils' developmental stage

- o   Comply with:

- This policy
- The <u>Teachers' Standards</u>
- The <u>Equality Act 2010</u>
- The <u>Human Rights Act 1998</u>
- The <u>Education Act 1996</u>

> Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

> Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

> Review any case study materials and look for feedback from other people the agency has worked with

> Ask to see in advance any materials that the agency may use

> Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

> Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

> Check the agency's protocol for taking pictures or using any personal data they might get from a session

> Remind teachers that they can say "no" or, in extreme cases, stop a session

> Make sure that the teacher is in the room during any sessions with external speakers

> Share all external materials with parents and carers

We won't under any circumstances:

> Work with external agencies that take or promote extreme political positions

> Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

8.3 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/carers 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 head teacher. D Thomas (PSHE teacher), H Ghudhail (Science teacher) and C Daka (Science teacher) are responsible for delivering RSE.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers have the right to withdraw their child 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 2 of this policy and addressed to the head teacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents/carers and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from sex education.

10. 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 head teacher 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.

11. Monitoring arrangements

The delivery of RSE is monitored by E Clarke, C Patel through: planning scrutinies, learning walks, lesson observations, book scrutines. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed and approved by the governing board and the head teacher].

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	That there are different types of committed, stable relationships
	How these relationships might contribute to human happiness and their importance for bringing up children
	What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
	Why marriage is an important relationship choice for many couples and why it must be freely entered into
	The characteristics and legal status of other types of long-term relationships
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	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	PUPILS SHOULD KNOW
Online and media	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	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	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 2: 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 Triple Crown Centre to consider			
Parent signature			

TO BE COMPLETED BY THE TRIPLE CROWN CENTRE	
Agreed actions from discussion with parents	

Appendix 3: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7/8	Spring 2	**Health and wellbeing** • Health and puberty • Healthy routines, influences on health, unwanted contact • Puberty and body development Self-image
	Summer1	**Relationships** • Building relationships • Self-worth, romance and friendships (including online) and relationship boundaries • Healthy relationships • Media portrayal of relationships • Identity and relationships • Family changes (separation, divorce, bereavement)

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9	Spring 1	**Relationships** • Respectful relationships • Families and parenting, healthy relationships, conflict resolution, and relationship changes • Different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • Conflict and its causes in different contexts, e.g. with family and friends • Conflict resolution strategies • How to manage relationship and family changes, including relationship breakdown, separation and divorce
	Summer 1	• Intimate relationships • Power and relationships/healthy relationships • Criticism, contempt, defensiveness and stonewalling- different ways we escalate conflict • Assertiveness, rights and relationships • Myths and truths about love • What are teenagers doing? • Sexting • Online and offline relationships • Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography • FGM and how to access support • The readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • Myths and misconceptions relating to consent • How the portrayal of relationships in the media and pornography might affect expectations How to assess and manage risks of sending, sharing or passing on sexual images

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 10	Summer 1	• Healthy relationships • Harmful sexual behaviour/sexual harassment • Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography • Contraception • STI's • Gender stereotypes and prejudice • LGBQT+ rights and relationships • Relationship values and the role of pleasure in relationships • Myths, assumptions, misconceptions and social norms about sex, gender and relationships • opportunities and risks of forming and conducting relationships online How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours
Year 11	Autumn 1	• Body image and the media • Dangers of online dating
	Spring 2	• Love • Families • Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships • Different types of families and changing family structures • How to evaluate readiness for parenthood and positive parenting qualities? • Fertility, including how it varies and changes • Pregnancy, birth and miscarriage • Unplanned pregnancy options, including abortion • Adoption and fostering • How to manage change, loss, grief and bereavement? 'Honour based' violence and forced marriage and how to safely access support