

**John O'Gaunt School**  
Relationship & Sex Education Policy  
2023-2024

Date of approval: December 2023  
Approved by: Local Governing Board  
Signed by LGB Chair: December 2023  
Review date: December 2024

## Aims

The aims of relationship 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Give a clear understanding of consent
- Ensure that students are aware of the differences between a healthy and unhealthy relationship
- Provide a framework for students to identify positive Mental Health and signpost how to get support if required.
- Teach pupils the correct vocabulary to describe themselves and their bodies

## Statutory regulation and guidance

As a school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). With the delivery of RSE secondary academies must provide all pupils as per section 34 of the Children and Social Work act 2017 found here <https://www.legislation.gov.uk/ukpga/2017/16/contents/enacted>

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](#).

## Policy development

The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group collated together all relevant information including relevant national and local guidance as well as feedback from delivery of lessons and students. The policy has been made available to parents/carers for feedback.
2. Ratification – once amendments were made, the policy is ratified by the Senior Leadership Team under the Head of School's delegated power and was shared with governors and made available to staff and parents.

## 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.

## Curriculum

At John O'Gaunt our curriculum ensures that all students are guaranteed a PSHE education that covers Health and Well Being, Relationships and Living in the Wider World.

Our curriculum map is set out in Appendix 1 - this shows the PSHE and where the RSE elements are taught. There may be a need to change and adapt what is covered in each year group, but all students will get access to the RSE element in the year. These elements will be delivered throughout the five years of education at John O'Gaunt.

## Delivery

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. This is delivered by teachers at John O'Gaunt. In Key Stage 3 this will be one lesson a week and at Key Stage 4 one lesson a fortnight, each lesson is 60 minutes. It should also be noted that biological elements will also be covered in the Science National Curriculum, which is compulsory in academy schools.

By the end of secondary school RSE will inform young people on what they need to develop healthy, positive relationships which will include

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information on the content involved in the RSE curriculum, please refer to the statutory requirements set by the DFE in appendix 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).

## Responsibilities

### The governing board

The local governing boards will hold the Head of School to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Head of School

### The Head of School

Headteachers are responsible for ensuring that RSE is taught consistently across their respective schools, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

### 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.

### Pupils

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

### Parents and Carers

- Copies of this Relationships & Sex Education Policy will be shared with parents via the school website;
- Parents have the right to withdraw their child/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 Head of School.
- A copy of withdrawal requests will be placed in the student's educational record. The request will be discussed with parents and take appropriate action and ensure that alternative work will be given to students who are withdrawn from sex education.

- Under new guidance from the Department of Education, parents can request to see what their children are being taught in RSE. If you would like to see the resources that are used, please put a request in writing to the headteacher.

### **Training**

Training is available for staff on the delivery of RSE as required. The Headteacher/school may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

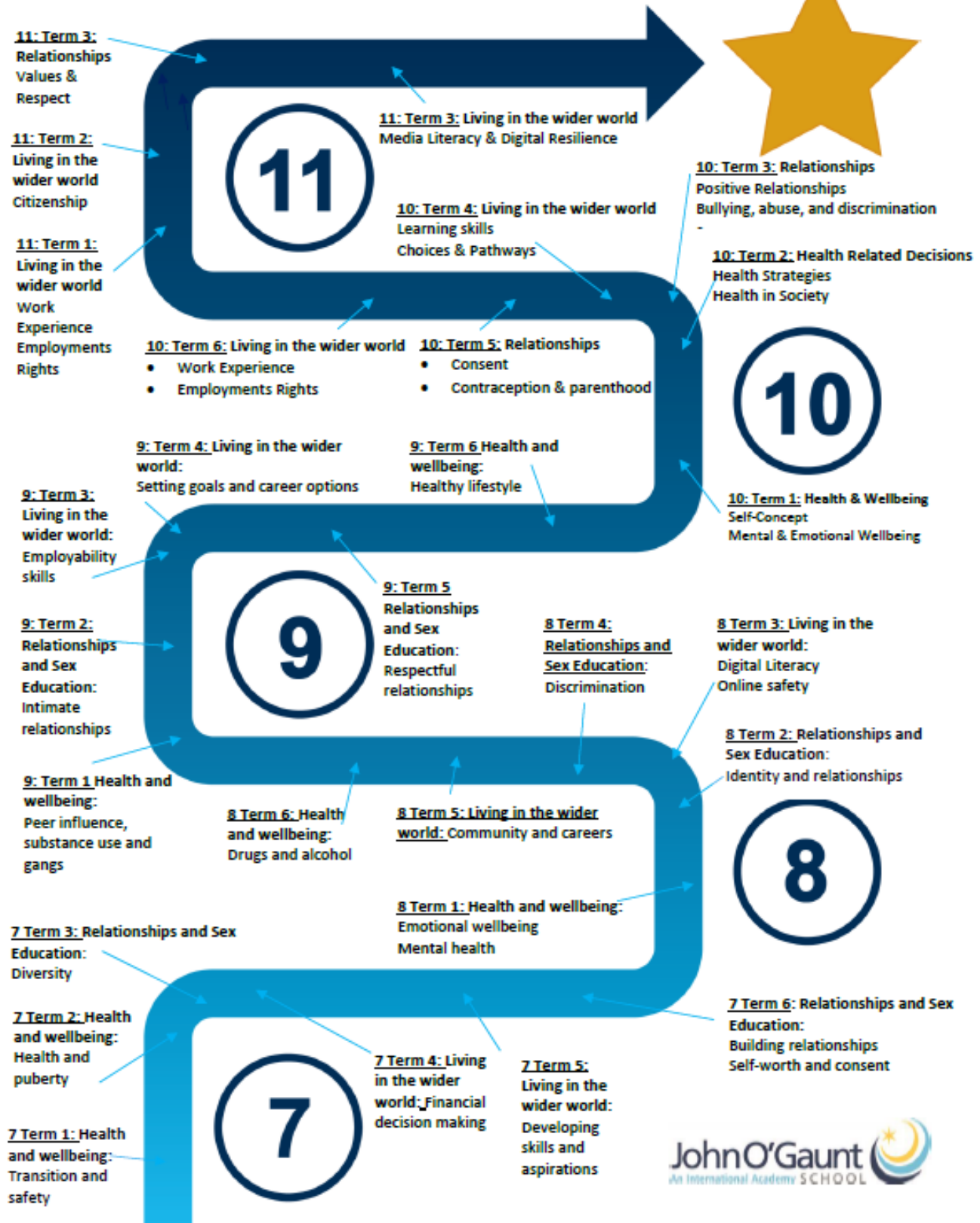
### **Policy Monitoring, Evaluation and Review**

The effectiveness of the programme will be reviewed on an annual basis as part of the annual review of the PDP and reported to the Governors' Education Committee.

Questions about the policy should, in the first instance, be addressed to the Head of School.

# CURRICULUM MAPPING

## Personal Social Health and Economics Education



## 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 Parent:

Name of Child		Year or 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:		Date:	

#### To be completed by School:

Signature:		Date:	
Agreed actions from discussion with parents			