

# Relationship and sex education policy (current requirements)

[The Corbet School]

Approved by:	Date:
Last reviewed on:	
Next review due by:	

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## 1. 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
- › Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

Academies do not have to follow the National Curriculum and as such, are not obliged to teach RSE.

If academies do teach RSE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At The Corbet School 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 or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given some CPD and a chance to voice their opinion during the PSHE review.
3. Pupil consultation – we investigated what exactly pupils want from their RSE through pupil voice
4. 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 as and when necessary.

We have developed the curriculum in consultation with stakeholders, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online

For more information about our curriculum, see our curriculum map in Appendix 1.

## 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, and other aspects are included in religious education (RE), physical education (PE), ICT, Drama, History, Geography, Art and DT.

Pupils in Year 7 and 8 have are taught RSE through their weekly PSHE lesson.

Pupils in Year 9 will have 5 drop down days per year whereby one of these days will be dedicated to RSE.

Pupils in Year 10 and 11 are taught RSE through their weekly PSHE lesson.

Across all Key Stages, pupils will be supported with developing the following skills:

- › Communication, including how to manage changing relationships and emotions
- › Recognising and assessing potential risks
- › Assertiveness
- › Seeking help and support when required
- › Informed decision-making
- › Self-respect and empathy for others
- › Recognising and maximising a healthy lifestyle
- › Managing conflict
- › Discussion and group work

These skills are taught within the context of family life.

We aim to notify parents when we are going to be teaching the more sensitive topic areas such as FGM.

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board 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-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 pupils
- › Responding appropriately to pupils 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.

## **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] components of RSE.

Requests for withdrawal should be put in writing 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 RSE.

## **9. 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 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 Rachel Green through:

Learning walks, book trawls, formal lesson observations, CPD check ins.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Rachel Green. At every review, the policy will be approved by Dr Jane Tinker and the board of governors.

## Appendix 1: Curriculum map

### The Corbet School PSHE Curriculum including RSE.

#### Year 7 (37 hours of lessons)

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
What do we mean by a healthy lifestyle? Health introduction.	Being an aspirational student	Keeping good friendships and avoiding toxic ones.
How can I keep healthy? Food groups, diet and nutrition.	The importance of self esteem	Family relationships – the different types and why we don't always get along.
Eating responsibly – Food labels and health hazards.	How can we budget our money?	Love and relationships – falling in love and dealing with new feelings.
Healthy Living – exercise and keeping active.	How can I create a personal budgeting plan? (2x hours)	Bullying or banter? Why do people bully others and how can we help stop this?
Not eating healthily - what are the consequences?	What are savings, loans and interest?	What is cyberbullying? Why do people bully online?
What's the big deal about energy drinks?	What are the different types of financial transactions?	How do we keep safe and positive relationships (on and off-line)?
The dangers of cigarettes and passive smoking	What are the different types of financial products?	What is my personal identity and why is diversity important?
Puberty – what happens, when and why.	How can we shop ethically?	Extremism – why does radicalisation happen and
Periods – what happens, when and why.	What are wants and needs and why do we need to know the difference?	
FGM – what is this and why is it so	How can we enjoy social media but keep our accounts safe and private?	

<p>dangerous?</p> <p>Introduction to mental health issues – depression focus.</p> <p>What are drugs? Why are they dangerous? (class A, B and C)</p> <p>How can we manage our anger?</p>	<p>What is stereotyping and prejudice? Racism focus.</p> <p>How can we be resilient and face challenges?</p>	<p>how does it challenge our values?</p>
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**Year 8 (37 hours of lessons)**

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
Personal development and target setting – how can I improve my skills and behaviour?	Internet Safety – what is online grooming and why must we be so careful?	How do we have safe sex and use different forms of contraception?
How can self-confidence boost our achievement?	How can we care for our environment and why is it changing? (2 hours)	How do we keep good sexual health and avoid STIs?
How can I manage my behaviour to achieve targets and goals?	Careers + development focus - how can we develop our communication skills?	What is consent and why is it important we know about it?
Why do teenage parents have it so tough? How we can avoid teenage pregnancy.	Careers + development focus - how can we develop our teamwork skills?	What is sexting and why is it so risky to send personal images?
Stereotyping, discrimination and prejudice. Disability focus	How can we become entrepreneurs?	What is pornography and why can it be dangerous?
How can we look after ourselves and others in an emergency? Personal safety and first aid.	LGBT+ focus: Homophobia	How can we prevent radicalisation and recognise the signs of extremism?
What is vaping and is this as bad as smoking?	Finance – what is income and expenditure?	Who are the extremist groups and why are they so dangerous?
What is mindfulness? How can this aid positive mental health?	Finance – budgeting and saving personal finances	Where does extremism come from?
Emotional literacy – why is	Careers + Finance - What are national insurance and income tax? Reading payslips	How do religious extremists attract converts?
	Why do we pay tax and how is	Islamophobia – do Muslims really want Sharia Law in Britain?
		Stereotyping, discrimination and prejudice. Religion focus.
		How can British Values teach us tolerance

<p>self-awareness in our actions towards others so important? (2 hours)</p> <p>Cancer Awareness</p>	<p>this spent?</p> <p>Stereotyping, discrimination and prejudice. Teens and the media focus.</p>	<p>and respect for others?</p> <p>Domestic conflict – why do people run away from home and why is this so dangerous?</p> <p>Body image and the media part 1 with a focus on boys.</p>
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Year 9 (37 hours of lessons)

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
Why do we need to keep to rules in order to succeed?	How does knife crime impact on our communities, why do teens get involved and what are the consequences?	Who are the LGBT+ community and what would they like us to know?
How can we foster a Growth Mindset to succeed and achieve?	How does the law deal with young offenders?	Why are British communities so diverse?
How can I develop interpersonal skills to help me succeed?	How can we be self-disciplined to achieve our aims at school and in the wider world?	Immigration and diversity focus.
How can we manage the stress of school and exams?	Employability Skills – preparing for and applying to the world of work and careers	What are domestic violence and abusive relationships?
Why do people take illegal drugs and what does the law say about drug use?	What other skills do we need to develop for the work environment?	Healthy and unhealthy relationships.
Why do people become selfie obsessed and consequences can this have?	What does it mean to be ‘enterprising’ and what is an ‘enterprising personality?’	CSE – how are children and young people lured into dangerous relationships and what do these look like?
What are the short and long-term consequences of excess alcohol drinking?	What is sustainability and why is this essential to our environment?	Self-harm and mental health.
What is self-harm and why do people do this?	Navigating accounts, savings loans and financial institutions.	Body image and the media 2 – focus on girls
Why can’t some people access education?	What rights do we have as shoppers and consumers?	Body image and the media 3 – does the media contribute to eating disorders?
	How can I stay financially savvy and avoid debt?	Can we respect and celebrate British values and

How are we protected from prejudice and discrimination?

Mental health – how can I deal with and manage anxiety?

Acid attacks – why are these on the increase and what can we do if we witness one?

Responsible health choices – blood donation, stem cells, vaccinations (2 hours)

What can we learn from successful business people and entrepreneurs.

Should we sent aid to foreign countries – is aid the answer?

How can extreme views lead to human rights abuses and atrocities?

How do charities like UNICEF help across the world?

the religion and culture of our choice? (2 hour display lesson)

What is peer-pressure – why is it so powerful and how can we overcome this?

**Year 10 (37 hours of lessons accounting for one week's work experience)**

**The following are distinct lessons and can be used in any order, however they fall into the PSHE Association's recommended three categories:**

<b>Health and Wellbeing</b>	<b>Living in the Wider World</b>	<b>Relationships (RSE)</b>
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<p>How can we manage our time effectively to help us succeed?</p>	<p>What is Fake News and why do we need critical thinking skills? (2 hours)</p>	<p>Same sex relationships (LGBT+)</p>
<p>Can tattoos and piercings be dangerous?</p>	<p>What is anti-social behaviour and how does this affect communities?</p>	<p>What are forced and arranged marriages and what do we need to know?</p>
<p>How can we manage grief and bereavement?</p>	<p>How can we successfully prepare for work experience?</p>	<p>Gender and Trans Identity</p>
<p>How can we manage social anxiety?</p>	<p>What rights and responsibilities do we have in the workplace?</p>	<p>LGBT+</p>
<p>Why do some people become homeless and why is homelessness on the increase?</p>	<p>What is money laundering and why are some students taken in by this crime?</p>	<p>How can we manage conflict successfully?</p>
<p>What are hate crimes and why do these still happen?</p>	<p>What are employers looking for in CVs?</p>	<p>Why do sexism, gender prejudice and stereotypes still exist?</p>
<p>What is binge drinking, what are the risks and why do people still do it?</p>	<p>British Values – how does the criminal justice system work?</p>	<p>What is community cohesion and why is this important? (British Values)</p>
<p>Study Skills – the power of mind and memory.</p>	<p>What is overt and covert racism and why are people still prejudiced?</p>	<p>Revenge Porn – what is this and how can we prevent ourselves from being victims?</p>
<p>Social Media and Self-Esteem</p>	<p>Why do some religious people become terrorists?</p>	<p>Do we have healthy or unhealthy relationships with our role models?</p>
<p>Internet Safety – the dangers of excessive screen time</p>	<p>Why pursue a careers in the STEM industries?</p>	<p>Harassment and stalking – what are these things and what does the law say about it?</p>
<p>How can we take steps to live more sustainably? (carbon footprint)</p>	<p>How do we choose a career that suits our personality, ambition and qualifications?</p>	<p>Parenting, the different types and styles and looking after a child.</p>
<p><b>Road Safety</b></p>	<p>Why do we still need an International Women’s Day?</p>	

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**Year 11 (32 hours of lessons– accounting for study leave)**

**The following are distinct lessons and can be used in any order, however they fall into the PSHE Association’s recommended three categories:**

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
Why is PSHE so important?	GCSE Revision and Study Skills	Bullying – Body Shaming
Risk Taking	Applying to College and University	Relationship Break Ups
Gambling and Online Gaming	Independent Living – Study Skills Elevate	What is ‘Good Sex’?
Perseverance and Procrastination	Internet Safety – the Dark Web	Why is it essential we know about consent, rape and sexual abuse?
Privilege – How does this affect us all?	How is plastic pollution destroying our environment?	How can we make ourselves and other people feel more positive and why is happiness important?
Why do we need sleep and how does sleep deprivation affect us?	How can we protect animal rights and aid sustainability?	Relationship types and sexuality
Why is our digital footprint important?	How can we successfully prepare for a job interview?	
How can we celebrate diversity and our identities?	Globalisation – how does this affect us?	
What is body positivity and is why is this controversial? (obesity issues)	What is multiculturalism?	
Personal Safety in the Wider World	What is right-wing extremism?	
Fertility and reproductive health issues	Why is Health and Safety at work so important?	

**Road Safety**

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