

*M. L. F. B. B. B.  
8-7-20*

# The Angmering School

Aspire  
Achieve  
Angmering

## Relationships and Sex Education

### Policy 2020

(From September 2020)

Ratified at FGB 7 July 2020

Review due 2022

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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
- › 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

Our policy will be tied to our core values of ambition, respect and courage, underpinned by the concepts of rights, responsibility and respect as well as community cohesion. This is all underpinned by the Angmering Ten key rights from the UNCRC.

#### **The Angmering School Commitment Charter**

In order to share our core values of ambition, respect and courage, we have defined a Commitment Charter to outline what students at The Angmering School should expect from staff. This is detailed below.

Through everything we do we will promote ambition, respect and courage.

#### **Ambition**

We will plan for outstanding progress and take account of the needs of all learners. All members of the

school community will be encouraged to meet their aims and be the best they can be.

### **Respect**

Everything we do will be bound by kindness, respect, fairness and equality. Understanding of fundamental rights, British values and a culture of integrity will underpin and drive this approach.

### **Courage**

Everyone will be given opportunities for leadership and to take on new roles and responsibilities. We will challenge you all to overcome your barriers and be brave in learning from your mistakes.

## **2. Statutory requirements**

As a maintained secondary school we must provide RSE to all pupils as per 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.

At The Angmering 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 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 – parent governors and any interested parties were invited to comment on the policy (a face to face meeting was not possible due to COVID 19)
4. Students consultation – we investigated what exactly students want from their RSE
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 as and when necessary. This curriculum is mapped and reviewed annually.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students 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.

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 of Perspectives and Insight. However some aspects are taught in a cross-curricular manner to reinforce learning and understanding. This curriculum map is included in Appendix 1. Biological aspects of RSE are taught within the science curriculum. Some aspects are included in the year long programme of assemblies and START activities (morning registration sessions).

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).

## **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.

The following staff are lead teachers for RSE on our school and support the development of other teachers' expertise in this area also:

Miss Rowe, Miss Fish, Miss Cox, Miss Savage, Miss Neville (AHT), Mr Jobling (DHT)

## **7.4 Students**

Students 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 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. This may include arrangements for the student to be supervised elsewhere during the RSE sessions.

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

## **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 Miss Rowe (PSHE Coordinator) through:

- Learning walks (including assembly monitoring)
- Work scrutiny
- Student feedback

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

This policy will be reviewed by the AHT (Student Welfare) every 2 years. At every review, the policy will be approved by the Governing Body.

## APPENDIX 1: Curriculum Map RSE Audit - Jan 2020

This element is not currently covered in our curriculum and is a priority for development = 1.

This element is briefly covered but would benefit from further planning = 2.

This element is well covered by our curriculum = 3.

This element is not covered in this curriculum area = 4

### Statements from DfE guidance.

	Covered By Subject									
Families.	IN Insight	SC science Health KS3	SCI science	PZ transfer to PV Philosophy & Ethics to Perspectives	CP	HSC Health & Social Care	CD Child Develo pment	ENG English	MS Media Studies	
<b>Students should know...</b>										
that there are different types of committed, stable relationships.	2	3	2	2	4	1		2	4	
<b>how these relationships might contribute to human happiness and their importance for bringing up children.</b>	2	1	2	2	4	1		2	4	
what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	1	1	1	1	4	4		2	4	
why marriage is an important relationship choice for many couples and why it must be freely entered into.	2	1	1	2	4	1		2	4	
the characteristics and legal status of other types of long-term relationships.	1	1	1	4	4	1		4	4	
the roles and responsibilities of parents with respect to the raising of children	3	1	1	2	4	1		3	4	



their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.	2	2	3	4	4	3	4	4	4	2
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.	3	3	2	4	4	3	4	4	4	1
what to do and where to get support to report material or manage issues online.	2	2	2	4	4	3	4	4	4	1
the impact of viewing harmful content.	1	3	2	4	4	4	4	4	4	1
that specifically sexually explicit material often 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.	1	2	2	4	4	4	4	4	4	1
that sharing and viewing indecent images of children (including those created by children) is against the law.	3	3	2	4	4	2	4	4	4	1
how information and data is generated, collected, shared and used online.	2	2	2	4	4	2	4	4	4	2
<b>Being safe</b>										
<b>Students should know...</b>										
the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.	3	2	2	4	4	3	4	4	4	4
how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).	2	2	2	4	4	2	4	4	4	4
<b>Intimate and sexual relationships, including sexual health</b>										
<b>Students should know...</b>										
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.	3	3	2	4	4	4	4	4	4	4
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.	1	2	2	4	4	4	4	4	4	4

the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.	3	3	2	4	4	4	4	4	4
that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	3	2	2	4	4	4	4	4	4
that they have a choice to delay sex or to enjoy intimacy without sex.	3	2	2	4	4	4	4	4	4
the facts about the full range of contraceptive choices and options available.	3	3	4	4	4	4	4	4	4
the facts around pregnancy including miscarriage.	3	3	4	4	4	4	4	4	4
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).	3	2	2	4	4	4	4	4	4
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.	3	3	4	4	4	4	4	4	4
how prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	3	3	4	4	4	4	4	4	4
how the use of alcohol and drugs can lead to risky sexual behaviour.	3	3	2	4	4	4	4	4	4
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	3	3	2	4	4	4	4	4	4

## APPENDIX 1: Curriculum Map RSE Audit - Jan 2020

This element is not currently covered in our curriculum and is a priority for development = 1

This element is briefly covered but would benefit from further planning = 2.

This element is well covered by our curriculum = 3.

This element is not covered in this curriculum area = 4

### Statements from DfE guidance.

	PE	AR Art	BS Business Studies	GY Geography	HY History	DR Drama	DC Dance	MU Music	DT Design Technology
<b>Families.</b>									
<b>Students should know...</b>									
that there are different types of committed, stable relationships.	4	4		4		4	4		4
<b>how these relationships might contribute to human happiness and their importance for bringing up children.</b>	4	4		4	4	2	4		4
what marriage and civil partnerships are, including their legal status e. g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	4	4		4	4	4	4		4
why marriage is an important relationship choice for many couples and why it must be freely entered into.	4	4		4	4	4	4		4
the characteristics and legal status of other types of long-term relationships.	4	4		4	4	4	4		4
the roles and responsibilities of parents with respect to the raising of children	4	4		2	4	4	4		4



their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.	4	2			2	4	3	4	4	4
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.	4	4			4	4	2	4	4	4
what to do and where to get support to report material or manage issues online.	4	4			4	4	2	4	4	4
the impact of viewing harmful content.	4	4			4	1	3	4	4	4
that specifically sexually explicit material often 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.	4	4			4	4	4	4	4	4
that sharing and viewing indecent images of children (including those created by children) is against the law.	4	4			4	4	4	4	4	4
how information and data is generated, collected, shared and used online.	4	4			2	1	3	4	4	3
<b>Being safe</b>										
<b>Students should know...</b>										
the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.	4	4			4	4	4	4	4	4
how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).	4	4			4	4	4	4	4	4
<b>Intimate and sexual relationships, including sexual health</b>										
<b>Students should know...</b>										
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.	4	4			4	4	4	4	4	4
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.	4	4			4	4	3	4	3	4



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This element is well covered by our curriculum = 3.

This element is not covered in this curriculum area = 4

### Statements from DfE guidance.

	MFL Modern Foreign Languages	FU to PV futures to Perspectives	MA Maths	ASDAN
<b>Families.</b>				
<b>Students should know...</b>				
that there are different types of committed, stable relationships.	3	4		4
<b>how these relationships might contribute to human happiness and their importance for bringing up children.</b>	4	4		4
what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	4	4		4
why marriage is an important relationship choice for many couples and why it must be freely entered into.	4	4		4
the characteristics and legal status of other types of long-term relationships.	4	4		4
the roles and responsibilities of parents with respect to the raising of children	4	4		4

how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	4	4	4	4
<b>Respectful relationships, including friendships.</b>				
<b>Students should know...</b>				
the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	4	4	4	4
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).	4	4	4	4
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 tolerance and respect to others and others' beliefs, including people in positions of authority.	4	4	4	4
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	4	4	4	4
that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	4	4	4	4
what constitutes sexual harassment and sexual violence and why these are always unacceptable.	4	4	4	4
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.	4	4	4	4
<b>Online and media</b>				
<b>Students should know...</b>				

their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.	4	4	4	4
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.	4	2	4	4
what to do and where to get support to report material or manage issues online.	4	4	4	4
the impact of viewing harmful content.	4	4	4	4
that specifically sexually explicit material often 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.	4	4	4	4
that sharing and viewing indecent images of children (including those created by children) is against the law.	4	4	4	4
how information and data is generated, collected, shared and used online.	4	4	4	4
<b>Being safe</b>				
<b>Students should know...</b>				
the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.	4	4	4	4
how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).	4	4	4	4
<b>Intimate and sexual relationships, including sexual health</b>				
<b>Students should know...</b>				
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.	4	4	4	4
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.	4	4	4	4

the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.	4	4	4	4
that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	4	4	4	4
that they have a choice to delay sex or to enjoy intimacy without sex.	4	4	4	4
the facts about the full range of contraceptive choices and options available.	4	4	4	4
the facts around pregnancy including miscarriage.	4	4	4	4
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).	4	4	4	4
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.	4	4	4	4
how prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	4	4	4	4
how the use of alcohol and drugs can lead to risky sexual behaviour.	4	4	4	4
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	4	4	4	4

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS 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	PUPILS 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

Intimate and sexual relationships, including sexual health

## PUPILS SHOULD KNOW

- 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 3: 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 school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Eg: Student x will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 7 classroom

Ratified at FGB 8. July 2020 .....

