



## RELATIONSHIPS AND SEX EDUCATION POLICY 2022

### Contents

1. Aims .....	1
2. Statutory requirements.....	1
3. Policy development.....	2
4. Definition.....	2
5. Curriculum .....	2
6. Delivery of RSE .....	2
7. Roles and responsibilities .....	3
8. Parents' right to withdraw.....	4
9. Training.....	4
10. Monitoring arrangements .....	4
Appendix 1: Curriculum map .....	5
Appendix 2: By the end of secondary school pupils should know .....	6
Appendix 3: Parent form: withdrawal from sex education within RSE .....	10
Appendix 4: Letter to parents re: RSE teaching .....	11

---

### 1. Aims

Nidderdale High school believes that effective relationship and sex education (RSE) is essential for all our young people to make responsible and well-informed decisions about their health and relationships. The aim is to support our students to become respectful, kind and confident individuals as they move into adulthood.

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

### 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 to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

### 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 the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents / carers were invited to view a draft of the policy and provide feedback online
4. Pupil consultation – we investigated what exactly pupils want from their RSE through student voice activities in PSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

RSE is delivered as part of a structured PSHE programme through dedicated curriculum lessons, see appendix. 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.

We have developed the curriculum in consultation with parents, governors, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The Pastoral Team contribute to the development and delivery of RSE. They work with students who have a range of pastoral concerns including relationships, gender and sexual identity and offer guidance through working with students as and when they require. Students are signposted to additional support from external providers as required.

Each year personal development days are organised for individual year groups that are delivered by external professionals, content is reviewed on an annual basis to complement the RSE curriculum. Content might include but not limited to; LGBTQ+, trafficking, fertility, this is decided annually based on current social needs of the school community.

The School will ensure that students with special educational needs (SEND) are properly included in RSE, in some cases RSE might be delivered in different class groups based on the needs of students. For students with SEND, this might be more appropriate in order to deliver suitable content. Some students will be more vulnerable to abuse and exploitation than their peers, and others may be confused as to what is acceptable public behaviour. We will help these students to develop skills to reduce the risks of being abused and exploited.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › Families delivered through **Healthy Relationships unit**
- › Respectful relationships, including friendships delivered through **Respectful Relationships unit**
- › Online and media delivered through effects of **online use unit**
- › Being safe and the law on relationships including safeguarding issues
- › Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2. We aim to provide quality relationships and sex education as research has shown that young people who have had good RSE are less likely to have underage sex and when they do first have sex are more likely to use contraception, (Brooke). Educating our pupils about these topics will help them develop and manage their personal well-being and happiness.

Although there are stand-alone units to directly address knowledge and understanding of the above content, the PSHE curriculum aims to develop the importance of respect for yourself and the respect of others no matter what your age, gender, sexuality or ethnicity.

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).

In teaching RSE, we will ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. We will endeavour to ensure that all teaching is sensitive and age appropriate in approach and content. We will also ensure LGBTQ+ content is fully integrated into the PSHE curriculum not just a stand-alone lesson.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board has delegated the approval of this policy to the Safeguarding Lead Governor and Headteacher (Isabel Peel/Kath Jordan).

### **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/non-science 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/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. Staff responsible for teaching aspects of RSE are:

Jenny Kay, Teacher of PSHE and PE  
Scott Barrass, Teacher of PSHE and PE  
Matt Binding, Director of Learning, Science  
Beverley Cawley-Johnson, Teacher of RE

#### **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/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 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.

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 Jenny Kay, Director of Learning, Wellbeing and Anneliese Walker, Senior Pastoral Officer through the school's agreed QA methods including review of planning and curriculum, lesson observation and student voice.

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

This policy will be reviewed by Jenny Kay, Director of Learning for Wellbeing annually. At every review, the policy will be approved by the Headteacher.

**Authority delegated to Safeguarding Lead Governor & Headteacher by the Governing Board on 22.3.21.**

**Safeguarding Lead and Headteacher approved 24.3.22**

**Date of next Review March 2023**

Appendix 1: PSHE Curriculum map

		Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	<b>1. Personal Development and Health</b>	<b>Transition and community Changing bodies</b>	<b>Healthy bodies</b>	<b>Ready, Respectful, Safe</b>	<b>Healthy lives</b>	<b>Resilience</b>
	<b>2. Flourish</b>	<b>Learn to flourish</b>	<b>A flourishing mind</b>	<b>Choose to flourish</b>	<b>Time to flourish</b>	<b>Freedom to flourish</b>
Term 2	<b>3. Relationships and Sex Education</b>	<b>Healthy relationships</b>	<b>Respectful relationships</b>	<b>Sexual relationships</b>	<b>Extreme relationships</b>	<b>My future relationships</b>
	<b>4. Living in your wider world</b>	<b>Welcome to online</b>	<b>LGBT</b>	<b>Your community Homelessness Farming</b>	<b>First aid</b>	<b>The environment recycling</b>
Term 3	<b>5. Careers, enterprise &amp; economic wellbeing education</b>	<b>Academic goals</b>	<b>Employment goals</b>	<b>Career Advice My money planning</b>	<b>Enterprise Economic wellbeing</b>	<b>Career goals Personal Finance</b>
	<b>6. Citizenship</b>	<b>British Citizen Identities and communities</b>	<b>British Values</b>	<b>British Government</b>	<b>My Citizenship Your safety</b>	<b>Life in 21<sup>st</sup> century</b>

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

TOPIC	PUPILS SHOULD KNOW
The Law	<p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.</p> <p>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> <li>• marriage</li> <li>• consent, including the age of consent</li> <li>• violence against women and girls</li> <li>• online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)</li> <li>• pornography</li> <li>• abortion</li> <li>• sexuality</li> <li>• gender identity</li> <li>• substance misuse</li> <li>• violence and exploitation by gangs</li> <li>• extremism and radicalisation</li> <li>• criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)</li> <li>• hate crime</li> <li>• female genital mutilation (FGM)</li> </ul>

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	PUPILS 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 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	

## Appendix 4: Letter to parents re: RSE teaching

Dear Parent / Carer

As a part of your child's education at Nidderdale High School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that, over the next few months, your child's class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme. RSE lessons in year 11 will include teaching about: Healthy relationships, including friendships and intimate relationships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe and consent; developing self-esteem and confidence. Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. Please visit the school's website curriculum information ([click here](#)) for more detail about our PSHE curriculum. All PSHE teaching will take place in a safe learning environment and is underpinned by our school ethos and values.

As a school community, we are committed to working in partnership with parents; recent parental feedback has indicated that the overwhelming majority of parents continue to be highly supportive of the relationships and sex education programme. If you would like to find out more or discuss any concerns please get in touch.

Yours faithfully

Mrs Kay  
Director of Learning for Wellbeing and PSHE Coordinator