

SEE

O L D H A M

Relationship and Sex Education Policy

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1. Relationship and Sex Education Rationale

At Saddleworth Environmental Education (Oldham) (SEE (Oldham)), we provide a broad and suitable curriculum experience for all our learners, enabling them to become engaged citizens in their communities and to have the skills and knowledge to make informed post-16 education and future employment choices for themselves. This will then enable each learner to make effective progress into adulthood.

SEE (Oldham) recognise that many of their young learners have a social development aspect to their learning, and as such, need to develop their understanding of the many issues surrounding relationships and sex.

The aim of Relationship and Sex Education (RSE) is to give our learners the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like; what makes a good friend, a good colleague, a successful marriage or any other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach both what is acceptable and unacceptable behaviour within a relationship. This will help learners understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. The government has agreed that school plays a major role in supporting young people through their moral, social and emotional development.

SEE (Oldham)'s aim is to help all our learners respect themselves and others and move with confidence into adulthood. The school's framework will help pupils develop the skills and understanding they need to live confident, healthy and independent lives and deal with difficult moral and social questions.

The Department for Education's (DfE) 'Sex and Relationship Guidance' (2019) recommends that *'Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives'*. The school has a key role, in partnership with parents/carers, in providing Relationship and Sex Education.

The DfE guidance also states that RSE must be accessible for all learners and highlights that some learners, particularly SEND pupils, are more vulnerable and RSE is particularly important for them. Our approach to teaching RSE will reflect this and while we have a PSHE curriculum (appendix 1) teaching will be personalised to meet the individual needs of each of our learners. Like all our curriculum, the overarching aims of SEE (Oldham)'s RSE teaching is to support the holistic development of all learners in a manner, which is appropriate to their individual needs and abilities and provide a sensitive response to the challenges they face.

This policy will be available on our school website and a hard copy will be made available to parents/carers on request.

2. Relationship and Sex Education Aims

The aims of RSE at SEE (Oldham) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare our learners for puberty, and give them an understanding of sexual development
- Give our learners an understanding of the importance of health and good hygiene
- Foster a positive and healthy culture around issues of sexuality and relationships
- Give pupils the correct vocabulary to describe themselves and their bodies
- Give our learners the skills, knowledge and confidence to keep themselves safe
- Help learners develop feelings of self-respect, confidence and empathy

3. Role and Responsibilities

The Head teacher has the overall responsibility for the implementation and effectiveness of the RSE policy.

Note – much of the management, implementation and monitoring of this policy will be delegated by the Head teacher to appropriate SLT members and staff.

The Head teacher, in consultation with the pastoral management team, will manage requests to withdraw learners from (non-statutory/non-science) components of RSE.

It is expected that all SEE (Oldham) staff model positive and sensible attitudes towards RSE.

All SEE (Oldham), teachers and LSA's are responsible for:

- Delivering RSE in a sensitive way
- 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

4. What is Relationship and Sex Education

RSE is about the emotional, social and cultural development of students, 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.

Our Curriculum is set out in appendix 1, but this will be adapted as and when necessary to meet the individual needs of our learners. This curriculum has been developed in partnerships with parents/carers, learners and our staff. We will continue to consult these stakeholders as this policy and curriculum are developed.

5. Training

Staff are trained on the delivery of RSE and meet on a regular basis with the Lead Teacher during accountability meetings.

The Head teacher and PSHE Co-ordinator will also invite visiting speakers and support agencies in to school, such as sexual health professionals, to provide support and training to staff teaching RSE.

6. Delivery of Relationship and Sex Education

RSE is 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 (LAC's) or young carers).

The school must have regard to the law, and at SEE (Oldham), teaching reflects reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

At SEE (Oldham), RSE is taught within the PSHE curriculum, which includes citizenship and personal, social, health and economic education. Biological aspects of RSE are taught within the science curriculum.

Learners are also likely to receive stand-alone sex education sessions delivered by trained health professionals or professionals from partner agencies.

Biological aspects of RSE are taught within the science curriculum, such as:

- The Reproductive System – Male and Female
- The Menstrual Cycle
- Contraception – hormonal and non-hormonal
- Sexually Transmitted Infections (e.g., HIV/AIDS)

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 a list of topics covered, see appendix 2.

7. Right of Withdrawal of Learners from Relationship and Sex Education

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Before granting any such request, the head teacher will discuss the request with parents/carers and, as appropriate, with their child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a learner's specific needs arising from their SEND into account when making this decision.

It is important to consider the benefits of receiving this important education and any detrimental effects that withdrawal might have on the learner. This could include any social and emotional effects of being excluded, as well as the likelihood of the learner hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, SEE (Oldham) will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school can make arrangements to provide the child with sex education during one of those terms.

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). Parents will be able to withdraw their child from any aspects of Sex Education other than those which are part of the science curriculum.

The school will document this process to ensure a record is kept.

If a parent/carer would like to discuss this further, they should contact the Head teacher at SEE (Oldham):

Telephone Number: To be confirmed

E-Mail: To be confirmed

8. Monitoring Arrangements

The delivery of RSE is monitored by the Head teacher and PSHE Co-ordinator through learning walks, book scrutiny, lesson observations and learner voice.

The learner's' development in RSE is monitored by class teachers through discussion and formative assessment and summative assessment.

This policy will be reviewed every two years. At every review, the policy will be approved by the advisory board.

9. Issues relating to Confidentiality

All SEE (Oldham) staff are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, could lead to disclosure of a child protection/safeguarding issue. Staff cannot offer or guarantee absolute confidentiality and if a learner should disclose a matter which potentially could/ or is placing them at harm, then this will be shared with the schools Designated Safeguarding Lead. Please refer to our separate Child Protection Policy.

Appendix 1 – Programme of Study

	Term 1		Term 2		Term 3	
Year 7 THEMES	Health and Wellbeing	Living in the wider community	Relationships	Health and wellbeing	Living in the wider community	Relationships
KS3: In Key stage 3 the children will understand how to make the right choices in regards to their healthy lifestyles including drug and alcohol misuse and the effects they have on lives. They will also begin to understand peer pressure and gang crimes. They will be encouraged to look to their future aspirations and career expectations, challenging stereotypes. They will learn about discrimination and diversity and how to tackle racism and homophobia. How to manage puberty and any unwanted contact /attention, include ng their self-body image and how this effects mental health. They will have an introduction to romance and sexuality and how consent is vital. They will find out about a variety of contraception to keep everyone safe from STI's. Finally, they will begin to make financial decisions through an enterprise project where they will learn to budget, spend, save and risks that may need to be taken in regards to profit.	Transition to secondary school Diet, exercise, Sleep and how to make the right choices. Personal health and hygiene (including germs, virus, vaccinations, sleep and self examination) Mental wellbeing Healthy eating, health and prevention Physical health and fitness Friendships, Internet safety and harm, online and media	Enterprise skills and introduction to careers Challenging career stereotypes and raising aspirations Families, respectful relationships and friendships Mental wellbeing Being safe Health and prevention Physical health and fitness	Diversity prejudice and bullying including cyber bullying. Managing on and off line friendships Managing long term relationships and raising a family. Respectful relationships and friendships Families Intimate and sexual relationships Internet safety and harms	The risks of alcohol, tobacco and other substances. Managing puberty and the issues of unwanted contact and FGM Alcohol/tobacco/drugs Changing adolescents body Respectful relationships Intimate and sexual relationships		Making ethical financial decisions. Saving, spending and budgeting our money. Break down of relationships Respectful relationships and friendships Families Being safe Health and prevention
Assessment						

Year 8 THEMES	Health and wellbeing	Relationships	Health and wellbeing	Relationships	Living in the wider community	Relationships
	Mental health and emotional wellbeing, including body image. Managing change and loss. Cancer prevention. Mental wellbeing Health and prevention Respectful relationships Intimate and sexual relationships	Rights and responsibilities in the community. Tackling age and discrimination Respectful relationships and families Social media Mental wellbeing Physical health and fitness	Mental health and emotional wellbeing, including body image. Managing change and loss. Cancer prevention. Mental wellbeing Health and prevention Respectful relationships Intimate and sexual relationships	Tackling racism and religious discrimination-promoting human rights. Online safety and digital literacy Respectful relationships Online and media Internet safety and harms Intimate and sexual relationships	Introduction to sexuality and consent. Introduction to contraception including condom and the pill Sexually transmitted diseases- STI's Intimate and sexual relationships Sexual health Online and media Internet safety and harm	Evaluating value for money in services. Risks and consequences making financial decisions Being safe Respectful relationships and families Health and prevention
Assessment						

Year 9 THEMES	Health and wellbeing	Living in the wider community	Relationships	Health and wellbeing	Living in the wider community	Relationships
	Peer pressure, assertiveness and risk. Gang crime Dieting, lifestyle balance and unhealthy coping strategies Online and media, internet safety and harm, social media Health and prevention Healthy eating Physical health and fitness Respectful relationships and friendships Mental wellbeing	Understanding careers and future aspirations. Identifying learning strengths and setting goals as part of the GCSE options process Online and media, internet safety and harm, social media Health and prevention Physical health and fitness Respectful relationships and friendship	Managing conflict at home and the dangers of running away from home. Tackling homophobia, transphobia and sexism. Being safe Changes in adolescents body Intimate and sexual relationships Internet safety and harms Respectful relationships and friendships, families	Managing peer pressure in relation to illicit substances Assessing the risks of drug and alcohol abuse and addiction Drugs/alcohol/tobacco Health and prevention Respectful relationships Being safe Intimate and sexual relationships	Relationships and sex education including healthy relationships and consent The risks of STI's, sexting and pornography Blood donation Sexual health Health and prevention Being safe Families	Planning and carrying out an enterprise project. Reflecting on learning skills development in Key stage 3 Families, respectful relationships Being safe Health and prevention Friendships
Assessment						

	Term 1		Term 2		Term 3	
Year 10 THEMES	Health and wellbeing	Living in the wider community	Relationships	Health and wellbeing	Living in the wider community	Relationships
KS4: In Key stage 4 the children will learn how to cope with stress and be able to maximise their potentials, tackling stigma. They will find out how gambling can be a huge risk and the effects of this on lives. How social and emotional drug use can also influence their lives. They will begin to look at exact skills they need for their employment/next steps. Key stage 4 children will understand how relationships must be entered freely and that they can change and how domestic abuse is unhealthy within a relationship. Look at role models and the influence they have on our lives. They will look at how they must take responsibility for their own choices including healthy life choices. Human rights and challenging extremism and radicalisation will be explored further in this key stage. Finally, they will begin to look at what parenting actually means and different family styles including how to cope with change, grief and bereavement.	Transition to key stage 4 and developing study habits. Mental health and ill health- Tackling stigma Mental wellbeing Health and prevention Physical health and fitness Internet safety and harms Online and media	Understanding the causes and effects of debt Understanding the risks associated with gambling Being safe Respectful relationships Friendships and families Physical health and fitness Health and prevention Mental wellbeing	Tackling relationship myths and expectations Managing romantic relationship challenges including break ups, organisations that can help. Relationships should be entered freely Respectful relationships, friendships, families Physical health and fitness Health and prevention Mental wellbeing	Exploring the influence of role models Evaluating the social and emotional risks of drug use. The role of sex in the media Online and media Sexual health Drugs/alcohol/tobacco Intimate and sexual relationships Respectful relationships	Understanding different families and learning parenting skills. • Managing change, grief and bereavement Families Intimate and sexual relationships Mental wellbeing Health and prevention Internet safety and harms Online and media	Preparation for work experience Evaluation of work experience and readiness for work Mental wellbeing Healthy eating Physical health and fitness Being safe Health and prevention
Assessment						

Year 11 THEMES	Health and wellbeing	Living in the wider community	Relationships	Health and wellbeing	Living in the wider community	
	Promoting self-esteem and coping with stress Learning and revision skills to maximize potential Teenage pregnancy Mental wellbeing Health and prevention Pregnancy Internet safety and harms, online and media Families	Understanding the collage application process and plans beyond school Skills for employment and career progression Rights and responsibilities at work Respectful relationships and friendships, families Being safe Physical health and fitness Mental wellbeing Online and media	Personal values and assertive communication in relationships Tackling domestic abuse and forced marriage Harassment and stalking Families Respectful relationships Intimate and sexual relationships Changes in adolescents body Being safe	Health and safety in independent contexts Taking responsibility for healthy choices Emergency first aid- St Johns ambulance? First aid Sexual health Physical health and fitness Health and prevention Respectful relationships and friendships	British values, human rights and community cohesion Challenging extremism and radicalization Online and media Being safe Internet safety and harm Intimate and sexual relationships Health and prevention	
Assessment						

Appendix 2 – What Learners should know

Topic	Learners 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

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