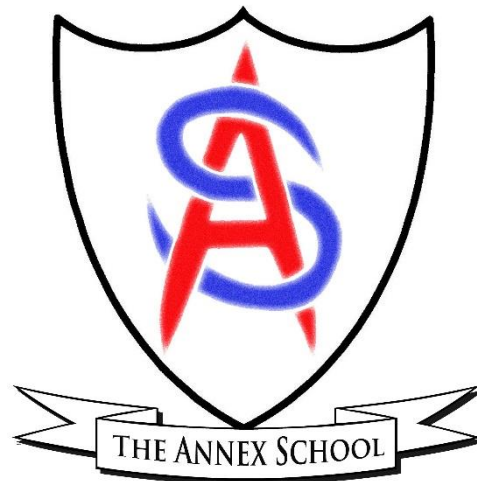




# The Annex School Relationships and Sex Education Policy





## Our Aim

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

## Policy development

The Annex School assumes responsibility for ensuring that policies and procedures are in place to deliver effective *Relationships and Sex Education (RSE)* to its students. This ensures that our young people are equipped with the knowledge and skills they need to navigate relationships and make informed decisions about their sexual health. The policy reflects the UK Department for Education (DfE) guidance on RSE and is designed to prepare students for adulthood by providing them with responsible and relevant education. The policy will be developed in consultation with staff, keyworkers, and students, and will be regularly reviewed to ensure that it remains relevant and effective.

The policy development process involves the following steps:

1. Review – the Headteacher and Director reviewed all relevant information including relevant national and local guidance
2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
3. Key worker/social workers consultation – Key worker/social workers and any interested parties are invited to review and feedback on the policy
4. Student consultation – we discuss and review what exactly students want from their RSE
5. Ratification – once amendments are made, the final policy was shared with all relevant parties

## Definition

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.

## Curriculum

Our RSE curriculum is set for the needs of our students, but we may need to adapt it as and when necessary.



We will develop the curriculum in consultation with key workers, parents/carers, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

### **Delivery of RSE**

Our RSE lessons will link to various subjects such as English, Citizenship, Science and ASDAN. We will ensure that the lessons are tailored to each student's abilities and needs, making it accessible for all students. We understand that some students may be more vulnerable to exploitation, bullying and other issues due to their Special Educational Needs. We take this into consideration when designing and teaching these subjects. To ensure that our students understand the learning outcomes of each lesson, a range of assessment for learning opportunities are built into the daily routine. We will use a variety of teaching methods and interactive activities such as discussion, role play, drama and work-based evidence to deliver the lessons. Our RSE programme will cover essential topics to help our students build upon healthy and respectful understanding of relationships. The following core topics will be explored:

- Positive relationships and forming and maintaining respectful relationships- Families and people who care for me - this topic will help our students understand the importance of healthy family relationships and recognise the different forms of families.
- Bullying, abuse and discrimination- Being safe - this topic will cover a wide range of issues, including the importance of personal safety, healthy relationships and identifying and reporting abuse or harmful behaviour.
- Relationship values- Respectful relationships, including friendships - our students will learn how to communicate and respect each other's boundaries, identify positive and negative traits in relationships and understand the importance of consent.
- Social influences- Online and media - we will explore how to use online and social media platforms safely and responsibly and identify the potential risks and dangers of online relationships.

It is designed to be inclusive and meets the needs of all students, including those with disabilities and those from the LGBT+ community. The intended outcomes of the RSE programme are for students to know and understand a variety of relationships, develop an understanding of their rights and responsibilities within relationships and develop key communication and decision-making skills. The programme also aims to help students navigate the process of growing up and the changes that they and others will experience.

We know it is important for schools to work in partnership with key workers, parents/carers to provide accurate and relevant information about what their child is learning in school. At our school, we understand the value of collaborating with key workers, parents/carers to provide them with accurate and relevant information about their child's learning experience, including Relationships and Sex Education (RSE). We believe that open communication and a positive partnership between the home, families and our school community are essential in supporting our students' development and wellbeing.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.



## **Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
  - A whole class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## **Use of resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

## **Use of external organisations and materials**

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**The Annex School**

**Approved by:** Jane Parish **Date:** September 2023 **Next Review Date:** Annually



**We will:**

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with students' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to key workers, parents/carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

**We won't, under any circumstances:**

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme



## **Roles and responsibilities**

### **Director**

The director will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE (see section 9).

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students withdrawn from the 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.

### **Students**

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

### **Right to withdraw**

Social workers, parents/carers have the right to withdraw their children from the 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 to the Managing Director, Mrs Jane Parish.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with key workers, parents/carers and take appropriate action.

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

### **Concerns or complaints:**

We strive to provide a high-quality RSE curriculum that meets the needs of all our students. However, we understand that key workers, parents/carers may have concerns or complaints regarding to this aspect of our curriculum. We encourage open and honest communication and urge key workers, parents/carers to bring any concerns to our attention as soon as possible. If you do have a complaint, please follow the school's complaints policy, which can be found on our website. We take all complaints seriously and will work with you to resolve any issues in a timely and professional manner. We value your feedback and are committed to providing the best possible



education for each child. Please do not hesitate to contact us if you have any questions or concerns regarding our RSE curriculum or any other aspect of our school.

### **Safeguarding:**

Safeguarding advice is given to students relating to the sensitive issues raised in RSE lessons, PSHE and RSE teachers should take the following actions at the start of a topic:

- a) Let the students know what will be discussed in the upcoming lessons in advance
- b) Remind students at the beginning of each topic about how to report a safeguarding concern about themselves or another young person. The advice is as follows: This topic covers [.....,] and our discussion may raise some worries for you in relation to your own safety or that of another person. If this is the case, you should tell a member of staff as soon as you can. This can be me, your tutor/Headteacher or keyworker. When you tell them, they will need to tell a member of the Safeguarding team. This person will be able to support you and offer appropriate advice, which may include sources of support outside of school.

If a student approaches a member of staff with such concerns, the staff member will refer this immediately to the designated safeguarding lead who will liaise with the young person's Sexual Health Clinic within the child's Local Authority. Our RSE provision emphasises the importance of contraception and practicing safe sex, and we encourage key workers, parents/carers to engage their child in open discussions about this topic.

### **Student consultation between review periods:**

Teaching staff will consult with students both formally and informally. As a school, we encourage open dialogue between staff and students during and between lessons.

### **Appendix 1: By the end of secondary school pupils should know**

• TOPIC	• PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting/caring</p> <p>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</p>

• TOPIC	• PUPILS SHOULD KNOW
<p>Respectful relationships, including friendships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>
<p>Online and media</p>	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
<p>Being safe</p>	<p>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</p> <p>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)</p>



• TOPIC	• PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

**Appendix 2: Social Worker, Parent/Carer form: withdrawal from sex education within RSE**



• TO BE COMPLETED BY SOCIAL WORKER/PARENTS/CARER			
Name of child		Year	
Name of social worker/parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Signature			

• TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with social worker/parents/carer	