

# Sydenham School

## Relationships and Sex Education Policy



High  
Performance  
Learning

**Approved by:** Gloria Lowe, Headteacher

**Date:** 13<sup>th</sup> July 2020

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## 1. Aims

The aims of Relationships and Sex Education (RSE) at Sydenham 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

This supports Sydenham's values of open-mindedness and kindness. We recognise discrimination faced in our society and provide students with the spiritual, mental and physical confidence to challenge and overcome it. It fits with the Sydenham School Code of Conduct ethos of being Curious and Open Minded, specifically that:

'We develop our Confidence and Confidence of others. We show that we are Open Minded by:

- Speaking out against bullying and never bullying others, even as a bystander
- Listening to the ideas and opinions of others respectfully
- Being respectful of everyone and never discriminating against others

## 2. Statutory requirements

As a maintained secondary school we must provide Relationships and Sex Education to all students as per the Children and Social Work Act 2017 [Children and Social work act 2017](#).

In teaching Relationships and Sex Education, 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, students 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 and any interested parties were invited to provide online feedback about the policy
4. Pupil consultation – we will investigate what exactly students want from their Relationships and Sex Education via student voice when schools reopen in September 2020
5. Ratification – once amendments were made the policy was approved by the Headteacher.

## 4. 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.

## 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, 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) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Where a student requires personalised and in-depth support they can self-refer to a member of the Inclusion Team or be referred by any member of school staff. The Inclusion Team are able to signpost or refer to appropriate services and offer personalised sessions with a learning mentor which may include, among others:

- Healthy Relationships
- E-safety
- Sexuality and Gender Identity
- Mental health, wellbeing and body image
- Substance misuse

If a session indicates a safeguarding concern, this is addressed through the school's safeguarding procedures as outlined in Sydenham School's Safeguarding and Child Protection Policy.

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.

## 7. Equality Statement

Under the Equality Act Sydenham School acknowledges the legal duty to make 'reasonable adjustments' to practice and policy for children with SEND/EAL. The Equality Act 2010 is clear that schools must make reasonable adjustments to ensure SEND/EAL children are not placed at a substantial disadvantage. This includes making reasonable adjustments in the application of an

RSE policy, to ensure that all students can access the SRE curriculum equally. Sydenham School will ensure that all students with special educational needs and learning needs are properly included in sex and relationship education. 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, and to learn what behaviours are, and are not, acceptable. All staff including external specialist professionals used by the school as well as teachers should follow the school's RSE policy when working with students with special educational needs and learning needs.

This also means ensuring staff working with SEND/EAL students should have appropriate training to adjust their practice.

The Equality Act 2010 is also clear that students must be given equal opportunities and that education must meet the needs of all students. The protected characteristics are: marital status, pregnancy, sexual orientation, sex, gender reassignment, race and nationality, religion or belief, disability and age. We take care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ 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).

## **8. Roles and responsibilities**

### **8.1 The governing body**

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the headteacher

To ensure that the delivery of RSE is in line with the Equality Act statutory requirements

### **8.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see Section 8).

### **8.3 Staff**

Staff are responsible for:

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

Staff responsible for the teaching of RSE at Sydenham include:

- Halicon Virgo-Furrs – Subject Leader of PSE & Citizenship

- Fay Nkrumah – Teacher of PSE & Year Learning Coordinator
- Alice Fullilove – Subject Leader PE
- Science Faculty Staff (Amy Vicars) - Curriculum Leader Science
- Rachel Wylie – Curriculum Leader

## 8.4 Students

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

## 9. 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 three 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, or an appropriate member of the Senior Leadership Team, will discuss the request with parents and take appropriate action. This may include informing the Designated Safeguarding Lead and liaison with appropriate members of the curriculum team.

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

## 10. Training

Staff delivering RSE are trained on the delivery of RSE as part of their continuing professional development. Maintaining this training is the responsibility of the Curriculum Leader for Humanities.

The school 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.

## 11. Monitoring arrangements

The delivery of RSE is monitored by Rachel Wylie (Curriculum Leader Humanities) and Emma Quartey (Assistant Headteacher, Designated Safeguarding Lead) through the school's internal monitoring arrangements.

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

This policy will be reviewed by Deborah Gostling, Deputy Headteacher annually. At every review, the policy will be approved by the Headteacher.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
7	1	PSE	<a href="https://campaignresources.phe.gov.uk/schools/resources/puberty-lesson-plan-pack">https://campaignresources.phe.gov.uk/schools/resources/puberty-lesson-plan-pack</a> <a href="https://learning.nspcc.org.uk/media/1404/ks3-lesson-plan-3-safer-online-relationships.pdf">https://learning.nspcc.org.uk/media/1404/ks3-lesson-plan-3-safer-online-relationships.pdf</a>
	2	<ul style="list-style-type: none"> <li>• Puberty</li> <li>• FGM</li> </ul>	
	3	<ul style="list-style-type: none"> <li>• Families</li> <li>• RSE- Relationships, risks and responsibilities</li> </ul>	
		Science Sexual Reproduction in animals <ul style="list-style-type: none"> <li>• Reproductive organs</li> <li>• Becoming pregnant</li> <li>• Gestation and birth</li> <li>• Growing up (includes puberty)</li> </ul>	
		PE <ul style="list-style-type: none"> <li>• Importance of physical activity</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
8	1 2	<p>PSE</p> <p>Mental Wellness</p> <ul style="list-style-type: none"> <li>• RSE –Risky Behaviour</li> <li>-Consequences of Sexual Activities</li> </ul> <p>cience</p> <ul style="list-style-type: none"> <li>• Food &amp; Nutrition including</li> <li>Fitness Training</li> <li>Balanced Diet</li> </ul> <p>E</p> <ul style="list-style-type: none"> <li>• Types of training in physical activity</li> <li>• Lifestyle choices</li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a></p>
9	1 2	<p>PSE</p> <ul style="list-style-type: none"> <li>• Sexuality</li> <li>• Contraceptive Methods</li> <li>• Reasons to have sex or delay</li> <li>• Condoms</li> <li>• STIs</li> <li>• Consent law</li> </ul> <p>PE</p> <ul style="list-style-type: none"> <li>• Impact of fitness on well-being</li> <li>• Long term and short-term effects of exercise</li> </ul>	<p><a href="https://campaignresources.phe.gov.uk/schools/resources/relationships-lesson-plan-pack">https://campaignresources.phe.gov.uk/schools/resources/relationships-lesson-plan-pack</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing">https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing</a></p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
10	1	<p>PSE</p> <ul style="list-style-type: none"> <li>RSE- Body Image, Eating disorders and Self esteem</li> <li>Pornography and the media</li> </ul> <p>PE</p> <ul style="list-style-type: none"> <li>The importance of physical and emotional health is covered in CORE PE.</li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/dove-self-esteem-project-teaching-resources-five">https://www.pshe-association.org.uk/curriculum-and-resources/resources/dove-self-esteem-project-teaching-resources-five</a></p> <p><a href="https://learning.nspcc.org.uk/media/1410/ks4-lesson-plan-3-pornography.pdf">https://learning.nspcc.org.uk/media/1410/ks4-lesson-plan-3-pornography.pdf</a></p>
11	1 2	<p>PSE</p> <ul style="list-style-type: none"> <li>RSE-Safe relationships in adulthood. Contraception</li> <li>Teenage Pregnancy and parenting</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Hormones</li> <li>Hormonal control of metabolic rate <ul style="list-style-type: none"> <li>The menstrual cycle</li> <li>Hormones and the menstrual cycle - including forms of contraception</li> </ul> </li> </ul> <p>PE</p> <ul style="list-style-type: none"> <li>The importance of physical and emotional health is covered in CORE PE.</li> </ul>	<p><a href="https://campaignresources.phe.gov.uk/schools/resources/relationships-lesson-plan-pack">https://campaignresources.phe.gov.uk/schools/resources/relationships-lesson-plan-pack</a></p>

## Appendix 2: By the end of Secondary School students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<p><b>This unit of work will be taught in Year 7- all LOs will covered.</b></p> <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>

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships, including friendships	<p><b>This unit of work will be taught in across the year groups- all LOs will covered and some aspects by outside speakers and professionals.</b></p> <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 <b>Covered in Year 7,8, 9 and 10</b></li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships <b>Covered in Year 7,8, 9 and 10</b></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) <b>Covered in Year 9</b></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 <b>Covered in Year 7,8, 9, 10 and 11</b></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 <b>Covered in Year 7,8, 9, 10 and 11</b></li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control <b>Covered in Year 7,8, 9, 10 and 11</b></li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable <b>Covered in Year 7,8, 9, 10 and 11</b></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 <b>Covered in Year 7,8, 9, 10 and 11</b></li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<p><b>This unit of work will be taught in across the year groups- all LOs will covered and some aspects by outside speakers and professionals.</b></p> <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 <b>Covered in Year 7,8, 9, 10 and 11</b></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 <b>Cover in Year 7,8, 9, 10 and 11</b></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 <b>Covered in Year 7,8, 9, 10 and 11</b></li> <li>• What to do and where to get support to report material or manage issues online <b>Cover in Year 7,8, 9, 10 and 11</b></li> <li>• The impact of viewing harmful content <b>Covered in Year 7,8, 9, and10</b></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 <b>Covered in Year 10</b></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 <b>Covered in Year 7,8, 9, 10 and 11</b></li> <li>• How information and data is generated, collected, shared and used online <b>Covered in Year 7,8, 9, 10 and 11</b></li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• <b>This unit of work will be taught in across the year groups- all LOs will covered</b></li> <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 <b>Covered in Year 7,8, 9, 10 and 11</b></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) <b>Covered in Year 7,8, 9 and10</b></li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p><b>This unit of work will be taught in across the year groups- all LOs will covered</b></p> <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 <b>Covered in Year 8, 9, 10 and 11</b></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 <b>Covered in Year 7,8, 9, 10 and 11</b></li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women <b>Covered in Year 11</b></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 <b>Covered in Year 8, 9, 10 and 11</b></li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex <b>Covered in Year 7,8, 9, 10 and 11</b></li> <li>• The facts about the full range of contraceptive choices, efficacy and options available <b>Covered in Year 9, 10 and 11</b></li> <li>• The facts around pregnancy including miscarriage <b>Covered in Year 11</b></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) <b>Covered in Year</b></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 <b>Covered in Year 8, 9, 10 and 11</b></li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment <b>Covered in Year 8, 9, 10 and 11</b></li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour <b>Covered in Year 8, 9, 10 and 11</b></li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment <b>Covered in Year 8, 9, 10 and 11</b></li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE at Sydenham School

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 SYDENHAM SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.