

HENDON SCHOOL



Learning Together Across the World

Relationships and Sex Education Policy

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This policy covers Hendon School's approach to Relationships and Sex Education (RSE) as set out in the DfE 'Relationships Education, Relationships and Sex Education and Health Education.' This guidance became compulsory in September 2020.

At Hendon School, we understand the importance of educating pupils about relationships, sex and their health. It is important in preparing pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's Relationships Sex Education (RSE) and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

1. 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 about encouraging students to be able to make informed choices. RSE is not about the promotion of sexual activity.

2. Aims

The aims of relationships and sex education (RSE) closely mirror those of SMART Futures at our school which are:

- To help all students develop as individuals in a wider society
- 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
- To understand themselves physically, emotionally, socially and sexually.
- Know where to get confidential advice and support

We want our students to be independent but consider acting responsibly and sensitively to others so that both they and wider society benefit. We want pupils to develop a positive sense of self-awareness and self-esteem whilst also understanding the development of relationships within families, friendships and wider contexts.

Statutory requirements

We must provide RSE to all pupils as per section 34 and 35 of the Children and Social Work Act 2017; this replaces the DfE Sex and Relationships Education Guidance, 2000. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Relationships and Sex Education is compulsory in all Secondary Schools

Health Education is compulsory in all Secondary Schools

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 – SLT lead pulled together all relevant information including relevant national and local guidance. Attending conferences and working in partnership with Barnet Health Education Partnership (HEP).
2. Parent/Carer consultation – parents and carers were able to view the curriculum and asked for recommendations
3. Pupil consultation – pupils were surveyed and asked what they wanted to learn in their RSE lessons

Due to Covid-19, staff consultations about the policy were unable to take place, these will take place during 2020-21, when the curriculum is reviewed.

4. Curriculum

All pupils are entitled to a broad, balanced and relevant curriculum that meets their individual learning needs and promotes their spiritual, moral, cultural, mental and physical development.

The RSE programme is primarily taught through our SMART Futures programme, in Years 7,8,9 and 12. Lessons in other year groups are supported with additional speakers, drop down days and assemblies.

As set out in the DfE guidance Relationships and Sex Education (RSE) begins with learning about healthy, respectful relationships, focusing on family and friendships in all contexts, including online. This sits alongside the essential understanding of how to be healthy. Building on this pupils will develop their knowledge about intimate relationships and sex in an age-appropriate way.

We have developed the curriculum in consultation with parents, pupils and SMART Futures staff, considering the age and needs 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. If staff are unsure about how to answer, or it is not appropriate within the classroom, they will be supported by SLT link to do this.

The DfE guidance for what should be covered in RSE is outlined in Appendix 1. Our RSE curriculum is set in Appendix 2 but we may need to adapt it as and when necessary to meet the needs of our students.

5. Delivery of RSE

We will always ensure that students are offered a balanced programme by being sensitive to a range of views whilst at the same time accessing learning which ensures that they stay safe, healthy and where possible understand their rights.

Teaching will be by a variety of teaching and learning styles are used including videos, information sheets, pamphlets, visual aids and models, games and role-play.

RSE is taught within the SMART Futures curriculum.

Biological aspects of RSE are taught within the science curriculum
Computing raises awareness of personal reputation; on-line safety and the law
Other aspects are included in Religious Education (RE) curriculum.

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

In order to support the pupils and the curriculum, this might include RSE being taught to same-gender groups for some issues. However, both groups will be taught the same content and this will be kept to a minimum and all decisions will be made in consultation with staff teaching these lessons. An example where we have previously used this method is during a series of lessons on menstruation. The first lesson is about the biological, physical and emotional changes. The second lesson was split into 2 the first part a single sex session to ask questions and then the 2nd part coming together to share what each group has been discussed.

6. Being an Inclusive School

An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.

The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law

Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds

Lessons need to be accessible to all pupils including those with special educational needs and disabilities.

The SEND code of practice outlines the need for schools to prepare children for adult outcomes.

These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. Staff teaching these sessions will be offered additional support and training as required.

Some pupils and staff will identify as LGBT+

Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures

Some children may have a different structure of support around them (for example: looked after children or young carers)

7. Roles and responsibilities

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

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

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

- 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/ SMART Futures lead

All of those who deliver RSE through SMART Futures, will receive additional training and will regularly update their knowledge and expertise incorporating the support of other professionals e.g., school nurse, local sexual health services, and safeguarding professionals.

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

From September 2020 parents/carers do not have the right to withdraw their child from lessons on Relationships or Health Education Relationships and sex education is part of all students' education and it is hoped that all will participate. However, the school acknowledges that, under the DfE Sex and Relationship Guidance for 2020, 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 and addressed to the Headteacher (Appendix 3). A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher or person as designated 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 training on RSE is included in our continuing professional development calendar.

The Head of SMART Futures/ SLT link and/or Student Support 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. Staff also have the opportunity to undertake online modules to further develop knowledge. <https://www.brook.org.uk/brook-learn/>

10. Safeguarding

If we have any reason to believe a student is a risk, staff and visitors are required to log a concern with the Designated Safeguarding Lead, who will take over the management of the process. If a disclosure involves FGM (Female Genital Mutilation) then the teacher/visitor must report that to the police and to the school DSL. They will be supported with this disclosure.

11. Monitoring and assessment

The delivery of RSE is monitored through learning walks, observations and book scrutiny.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. We will ensure that all of our pupils have equal access to the RSE programme by respecting their unique starting points and providing differentiated learning that takes into consideration different abilities, levels of maturity and personal circumstances.

We will assess pupils' learning through revisiting baseline data and through teacher observation noting changes of peer interaction, behavior, awareness and attitudes. This policy will be reviewed annually.

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 with respect to raising of children, including the characteristics of successful parenting</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>
Respectful relationships, including friendships	<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>

TOPIC	PUPILS SHOULD KNOW
Online and media	<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, 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>
Being safe	<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>
Intimate and sexual relationships, including sexual health	<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 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>
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Appendix 2: Our RSE curriculum 2021-22

The curriculum will be reviewed annually to ensure that we are meeting the needs of all our students. We also use a spiral curriculum, revisiting topics so that they are delivered in an age-appropriate way.

The curriculum this academic year has considered topics they may not have been covered due to school lockdown.

Year 7 – RSE Curriculum

Positive relationships
Qualities of a friend
Anti-bullying
Bullying or banter?
Human Rights – what makes a human?
Kindness and Respect
Social media and impact on health
Personal hygiene
Puberty – physical and emotional
Menstruation and wellbeing
On-line safety; FOMO and screen time
Cyberbullying – where to go for support; how to report this
Just friends (changing emotions)
Healthy and unhealthy relationships
Alright Charlie – grooming
FGM (Female Genital Mutilation)
FGM/ Breast ironing – where to go for support
Changing emotions linked to growing up

Year 8 – RSE Curriculum

Types of relationships
Healthy and unhealthy relationships
LGBT+ Looking at types of relationships, exploring gender and sexuality
LGBT+ Equality, looking at the law, rights and respect
Sexting and consent
FGM and Breast ironing
Online grooming and the laws around CSE

Year 9 – RSE Curriculum

Conformity, peer pressure and being assertive
Peer approval and risk-taking behaviour
Factors that influence people to join gangs
County lines, chicken shop grooming and CSE
Expectations in relationships
Unrealistic media including pornography
Being ready for sex, other ways to show affection
Contraception
STI's
Parenting

Year 10 – RSE Curriculum

Healthy and Unhealthy relationships, different types of relationships
CSE (Child Sexual Exploitation) and grooming
Pregnancy
Contraception and GUM clinic
Sexual harassment and the law

Year 11 – RSE Curriculum

The curriculum is delivered through a drop-down day, held in the Spring Term. The day is structured around a survey where students are asked which areas they would like to know more about from a range of choices.

Year 12 – RSE Curriculum

Breast and testicular cancer – self examination
Self-esteem and body image
Healthy and unhealthy relationships
Communication, consent and the law
Is this rape?
STIs' and the GUM clinic
Abuse including honour based and forced marriage
Changing fertility including the menopause and infertility
Pregnancy, abortion, miscarriage and alternatives to having children

The Year 13's currently receives no RSE lessons as part of their curriculum

Appendix 3: Parent/Carer Form: withdrawal from sex education within RSE

To be completed by Parents/Carer			
Name of child		Class	
Name of Parent/Carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer signature		Date	
To be completed by the school			
Agreed actions from discussion with parents/carers (including what the student will do instead)			