

The Friary School

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY



Introduction

This policy covers our school's approach to sex and relationships education which is a statutory requirement for teaching in all state secondary schools in England. It was produced by Mrs H Barratt (PSHE Lead) in consultation with the school's Governing Body. Advice has also been sought and taken from the PSHE Association and The Sex and Relationships Council.

Key Principles

As defined by the DfE (2000) 'sex and relationship education' is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care and the role of committed relationships within this.

It is also about the teaching of sex, sexuality, and sexual health. However, it is not about the promotion of sexual orientation or sexual activity.

Our school's overarching aims and objectives are to provide all of our students with a broad and relevant programme of sex and relationships education that is age-appropriate, engenders respect and understanding and empowers all students to make considered and appropriate decisions.

The safety and wellbeing of our students is at the heart of all that we do and it is our desire, that both within and outside of the school environment, our students are able to engage in safe, happy and healthy relationships in whatever form they take.

To facilitate this, we are committed to imparting up-to-date, relevant and high-quality information from trained staff. We will provide students with support and guidance in a setting where every student has a voice that is listened to and where staff and students are respectful of each other's views and opinions but with zero tolerance of prejudice. We will nurture pupils' self-esteem and help them to develop a range of skills that will promote successful navigation through this complex and challenging aspect of their lives.

Teaching at all Key Stages will include an understanding of the physical and emotional aspects of sex and relationships, the importance of understanding and sensitivity towards others' viewpoints and sexual orientation, the ability to recognise danger in all its forms and the development of skills and strategies to safeguard against potential harm.

It is our desire that students are able to place value on developing stable, loving and committed relationships in whatever form they take and, that they are based on mutual respect.

In doing so it is our belief that students are more likely to make healthier decisions regarding sex, be less likely to be exploited or exploit and be better equipped to deal with the emotional aspects of relationships.

Outcomes and Practice

The desired learning outcomes for pupils who have taken part in the school's sex and relationship programme are that they are prepared for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- be aware of their sexuality and understand human sexuality
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- have the confidence and self-esteem to value themselves and others, together with respect for individual conscience and the skills to judge what kind of relationships they want
- communicate effectively
- have sufficient information and skills to protect themselves and, where they have one, their partner, from unintended/unwanted conceptions, and sexually transmitted infections including HIV
- avoid being exploited or exploiting others
- avoid being pressured into unwanted or unprotected sex
- access confidential sexual health advice, support and if necessary treatment
- know how the law applies to sexual relationships

We will involve and consult students in order to ensure that the teaching of SRE really is meeting their needs and addressing the issues they are facing. Whilst a comprehensive curriculum has been devised which closely follows the PSHE Association's programme of study it is our aim to ensure that our curriculum is tailored to Friary pupils.

Consultation will involve the completion of evaluation forms following the delivery of SRE and pupil voice. SRE is a standing item on the agendas of both House and School Council meetings enabling House and Form Captains to feedback on SRE throughout the year. Inevitably this will mean that the programme of study will change from one year to the next to consider the varied prior learning, needs and level of maturity of our students.

All students will largely be taught SRE within the context of PSHE. This will be done through our weekly PSHE lesson and PSHE assembly. The school's Focus Week programme will also provide additional SRE learning. Furthermore, drop-downs at various points during the school year along with visits from external agencies will be used to specifically target each key stage.

Years 7-11 Provision

In summary, the topics that will be covered in RSE are:

Year	Topic	In this unit of work, students learn...
7	Diversity Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> * about identity, rights and responsibilities * about living in a diverse society * about how to challenge prejudice, stereotypes and discrimination * about the signs and effects of all types of bullying, including online

		<ul style="list-style-type: none"> * about how to respond to bullying of any kind, including online and how to support others
	Building Relationships Self-worth, romance and friendships (including online) and relationship boundaries. PoS refs: H1, R2, R9, R11, R13, R14, R16, R24	<ul style="list-style-type: none"> * about how to develop self-worth and self-efficacy about qualities and behaviours relating to different types of positive relationships * about how to recognise unhealthy relationships * about how to recognise and challenge media stereotypes * about how to evaluate expectations for romantic relationships about consent, and how to seek and assertively communicate consent
8	Respectful Relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R6, R19, R21, R22, R23, R35, R36	<ul style="list-style-type: none"> * about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering * about positive relationships in the home and ways to reduce homelessness amongst young people about conflict and its causes in different contexts; Eg - with family and friends * about conflict resolution strategies * about how to manage relationship and family changes, including relationship breakdown, separation and divorce, and how to access support services
	Identity & Relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<ul style="list-style-type: none"> * about the qualities of positive, healthy relationships and how to demonstrate positive behaviours in healthy relationships * about gender identity and sexual orientation, about forming new partnerships and developing relationships * about the law in relation to consent, and that the legal and moral duty is with the seeker of consent * about how to effectively communicate about consent in relationships * about the risks of 'sexting' and how to manage requests or pressure to send an image * about basic forms of contraception; Eg - condom and pill
9	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<ul style="list-style-type: none"> * about how to manage influences on beliefs and decisions * about group-think and persuasion how to develop self-worth and confidence * about gender identity and gender-based discrimination * about how to recognise and challenge homophobia, transphobia and biphobia, and how to

	PoS refs: R39, R40, R41, R3, R4, R42, R43	recognise and challenge racism and religious discrimination
	Intimate Relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography. PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	<ul style="list-style-type: none"> * about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex * about facts and misconceptions relating to consent * about the continuous right to withdraw consent and capacity to consent * about STIs, effective use of condoms and negotiating safer sex * about the consequences of unprotected sex, including pregnancy * about how the portrayal of relationships in the media and pornography might affect expectations * about how to assess and manage risks of sending, sharing or passing on sexual images * about how to secure personal information online
10	Addressing Extremism and Radicalisation Community cohesion and challenging extremism PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	<ul style="list-style-type: none"> * about communities, inclusion, respect and belonging * about the Equality Act, diversity and values * about the opportunities and risks of forming and conducting relationships online * about how social media may distort, misrepresent or target information in order to influence beliefs and opinions * about how to manage conflicting views and misleading information * about to safely challenge discrimination, including online * about how to recognise and respond to extremism and radicalisation
	Healthy Relationships Healthy relationships including relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	<ul style="list-style-type: none"> * about relationship values and the role of pleasure in relationships * about assumptions, misconceptions and social norms about sex, gender and relationships * about the opportunities and risks of forming and conducting relationships online * about how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours * about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent * about how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support * about how to recognise and challenge victim blaming

		* about asexuality, abstinence and celibacy
11	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	* about different types of families and changing family structures * about how to evaluate readiness for parenthood and positive parenting qualities * about fertility, including how it varies and changes * about pregnancy, birth and miscarriage * about unplanned pregnancy options, including abortion about adoption and fostering * about how to manage change, loss, grief and bereavement * about 'honour based' violence and forced marriage and how to safely access support
	Communication in Relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	* about core values and emotions * about gender identity, gender expression and sexual orientation * about how to communicate assertively how to communicate wants and needs * about how to handle unwanted attention, including online how to challenge harassment and stalking, including online * about various forms of relationship abuse * about unhealthy, exploitative and abusive relationships * about how to access support in abusive relationships and to overcome challenges in seeking support

Sixth Form Provision

- Relationship Values
- Forming and maintaining respectful relationships
- Consent
- Contraception and parenthood
- Bullying, abuse and discrimination
- Sexual health

Some aspects of sex and relationship education will continue to be taught via other curriculum areas:

- Although there is no compulsory or consistent coverage of sex education in English, different aspects may arise through literature and discussion, including pregnancy and child birth, puberty and differences in maturation.
- In Biology pupils will learn about the biological aspects of reproduction, adolescence and sexually transmitted disease.
- In Religious Education pupils will study aspects of the following to varying degrees: sexual attitudes, abortion, family roles, child abuse, female genital mutilation, partnership,

understanding and managing relationships, friendships, harassment, self-esteem, stereotypes, and media influences on sexual image.

Whilst teaching the topics and promoting the values stated above, we will ensure that pupils are offered a balanced programme by providing the opportunity to evaluate and consider a range of viewpoints.

Enabling young people to explore differing viewpoints does not mean the school supports a particular position. However, it can be difficult for pupils to challenge a viewpoint if they have not previously considered it and decided where they personally stand.

While there is likely to be debate on whether or not some choices are acceptable, there is likely to be broad agreement that others are not acceptable, for example deliberately hurting others emotionally or physically.

Nonetheless, whilst we feel it is essential that lessons are sensitive to a range of views the school is equally committed to ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

This will include clear, impartial scientific information as well as covering the law in relation to forced marriage, female genital mutilation and abortion. It will also include the concept of, and legislation relating to, equality.

We are committed to working with parents and carers. It is our belief that the most powerful sex and relationship education is a collaboration between home and school. Therefore, in the likely event that pupils raise further questions at home we wish all parents/carers to be prepared to engage in further discussion.

Information regarding sex and relationships education will be available via the PSHE subject section on the school's website. Parents will receive regular email communication to inform of planned coverage and to include links to key materials that they may wish to look at to advise and facilitate communication with their child.

Notwithstanding the above, legislation states that 'parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory science curriculum'. If a parent requests that their child be removed from 'sex education' the school will provide an alternate curriculum which focuses on other elements of PSHE. However, there is no right to withdraw from Relationships Education at secondary level as the contents of these subjects such as family, friendship, safety (including online safety), are important for all children to be taught.

As outlined in the school's Safeguarding Policy, teachers and other adults working in the school cannot agree confidentiality if a child is thought to be at risk.

It is essential that confidentiality is discussed with pupils so that everyone understands these boundaries.

Furthermore, any 'visitor' to the classroom is bound by the school's safeguarding policy, regardless of whether they or their organisation has a different policy. All visitors are made aware of this and we will ensure that there are appropriate opportunities for pupils to access support after the lesson if this is needed.

Reviewed By	Full Governors	Implementation Date	Sept 2025	Review Date	Sept 2027
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