

## **Relationships and Sex Education Policy** *North Oxfordshire Academy 2024*

From September 2020, pupils receiving secondary education must be taught Relationships and Sex Education, under the Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019.

### **Introduction**

A brief definition of Relationships and Sex Education should be provided. Its objective is to enable pupils to learn about:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) intimate and sexual relationships, including sexual health.

Relationships and sex education will only use teaching and materials which are appropriate to the age and the religious background of the pupils receiving it.

### **Parental, staff and student involvement regarding the policy**

The school will consult (the policy should set out how this consultation should be done) with parents and staff on the formation of the policy, and any changes made to it when it is reviewed, which will be at least annually. This will help to limit the risk of any formal complaints.

Schools can choose to insert a provision in their policy stating that they will engage students when updating the policy, through a meaningful student voice process.

### **Parental right to withdraw children**

The Sex and Relationship Policy should acknowledge the right of parents to withdraw their child from some or all of the sex education provided (except from sex education taught under the science curriculum), but not from the relationships education.

In considering such a request, the school should use the following process:

- The Principal should discuss with the parent (and, if appropriate, the child) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered.
- The Principal should discuss with the parent the benefits of the child receiving this important education and any detrimental effects that withdrawal might have on the child, including social or emotional effects of being excluded as well as the likelihood of the child hearing from their peers what was covered (and having that content channelled through a child's voice rather than a teacher's).
- Once those discussions have taken place, except in exceptional circumstances (e.g. safeguarding concerns), the school should 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 should make arrangements to provide the child with sex education during one of those terms.
- For the vast majority of pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Principal will want to take a pupil's SEND into account when making this decision.

If a pupil is withdrawn from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

### Teaching and Learning Objectives

RSE is delivered during the Tutor time programme with biological aspects taught within the science curriculum, and other aspects are included in religious education (RE) and IT lessons. The content which will be covered within relationships and sex education, will take into account the age of pupils. The list of required outcomes in the "Relationships and Sex Education - Secondary Schools" Section is in Appendix 1.

Staff are responsible for:

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

RSE is monitored and evaluated through:

- Curriculum quality assurance
- Lesson visits
- Book monitoring
- Student voice
- Pupils' development in RSE is monitored with pre and post assessment progress sheets included.

Staff will differentiate material so that the delivery of the content will be made accessible to all relevant pupils, including those with SEND.

### Complaints

Any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure.

### Policy Review Date

Confirm the date by which the policy will next be reviewed, and which part of the governance structure will carry out that review.

### Policy Review Date

	Date	Name of owner/author
<b>Authorised:</b>	7 October 2024	Robert Fernandes/Daniela Faulconbridge
<b>Policy Reviewed:</b>	Annually	
<b>Next Annual Review Date:</b>	July 2025	



## Appendix 1

### 1.1 By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

#### 1.1.1 Families

Pupils should know:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

#### 1.1.2 Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online,



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such as:

- 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 (for example, 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

### 1.1.3 Online and media

Pupils should know:

- 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, for example 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



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- 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

#### 1.1.4 Being safe

Pupils should know:

- 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

#### 1.1.5 Intimate and sexual relationships, including sexual health

Pupils should know:

- 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, for example 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 and menopause
- 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 and 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

## 1.2 The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

