

## Liskeard School and Community College

### Relationship Education, Relationship and Sex Education (RSE) Policy

**Name of school: Liskeard School and Community College**

**Date of Policy: February 2021**

**This policy has been created with consultation from:**

**Member(s) of staff with responsibility for PSHE: Mrs Emily Loffthouse (PSHE Co-ordinator)**

**Mrs D Penberthy (SLT link), Heads of Year and Tutors. Reviewed: March 2020 and then February 2021**

This policy is a working document, which provides guidance and information on the teaching of Relationship Education and Relationship and Sex Education (RSE) from September 2020, for staff, parents/carers and governors. RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the religious education (EPW) curriculum. The policy will be shared with all stakeholders via the school website and a copy will be provided free of charge if requested.

The school is committed to the provision of PSHE for all pupils in years 7-11. Our programme aims to respond to the diversity of our children's cultures, faiths, family backgrounds and our wider community.

**The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Act 2017, makes Relationship Education compulsory for all pupils receiving Primary Education and Relationships and Sex Education (RSE) compulsory for all pupils receiving Secondary Education. They also make Health Education compulsory in all school except independent schools.**

**This policy meets the statutory requirements set out in the DfE guidance on [Relationship and Sex Education \(2019\)](#)**

We are committed to delivering high quality RSE and aim to deliver the 12 principles of practice as outlined by the sex education forum. These principles are based upon research and are supported by a wide range of organisations which include NSPCC, ASCL and PSHE Association (see appendix 1).

The Definition of Sex Education:

**'Discussing the use of contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)' (DFE, 2019)**

Curriculum Time Allocated to PSHE

RSE is embedded within the PSHE Curriculum time that is allocated to all year groups. There may be occasions where children with Special Educational Needs (SEND) are given extra support, or access the lessons at a different point from their peers. This will be done in consultation with the SENCO, ARC lead and Parents. Additional time for RSE may be taken from other curriculum areas to enable specialists to deliver workshops on healthy relationships, relationship and sex education (RSE) and health education as set out in the PSHE programme of study.

### Aim, Rationale and Ethos of RSE Education at Liskeard School

The aim of RSE at Liskeard School is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other committed relationships. It will cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what acceptable and unacceptable behaviour in relationships is. Helping students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

We believe a quality PSHE/RSE curriculum supports the wider work of Liskeard School by helping to foster our student's wellbeing and to develop their resilience and character that we know is fundamental to our students being happy, successful and productive members of society.

The PSHE/RSE curriculum aims to complement the wider school work to develop the personal attributes of courage, resilience and kindness. It promotes the values of:

- Respect for others;
- Responsibility for their own actions;
- Care and consideration for their family, friends, schools and wider community.

RSE at Liskeard School reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make. Students will be made aware of the legal provisions when the following topics are taught within the PSHE curriculum:

- 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/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

We believe it is important that students know where they can gain accurate information and support related to RSE education outside of lessons. Students will be made aware of trusted and approved organisations that can offer additional advice, guidance and support. The PSHE lead, HoY and tutors will liaise with the emotional health and well-being champion for advice and guidance on approved organisations.

### Roles and Responsibilities

The RSE curriculum is led by the PSHE lead, Mrs Emily Lofthouse and is taught by tutors to their tutor groups. The work of the PSHE lead is supported and monitored by a designated member of the SLT team, Mrs Dawn Penberthy.

The PSHE lead works closely with the Heads of Year, Assistant Heads of Year and Tutors to develop the programme of study, teaching resources, assessment and monitoring of the PSHE and RSE curriculum.

The PSHE lead is responsible for ensuring the planned curriculum meets the statutory Relationship Education, Relationship and Sex Education, and Health Education requirements. They are responsible for ensuring stakeholders are consulted regularly, provision is monitored and training and support is offered equitably.

Tutors are best placed to deliver the majority of the programme of study as they know their students the best and can adapt the lessons to meet the needs and context of their class.

Tutors receive regular access to PSHE subject specific training and can request support, via the PSHE and CPD lead, to help deliver any aspect of the RSE curriculum they do not yet feel able to teach. As a school we are members of the PSHE Association to ensure we receive up to date advice, guidance and resources.

Pupils also receive stand-alone relationship and sex education (RSE) sessions delivered by a trained health professionals.

As of March 2020 these include:

- Y8- Peer on Peer workshops/Hate Crime Workshop
- Y9 6 x 1hr Healthy Relationship Workshop, 1x1hr Brook Assembly.
- Year 10: Brook 1hr Workshop, Pornography Workshops 1hr
- Y8 and Y10- Drugs Assembly

Visitors are invited into school to support the delivery of RSE because of the particular expertise or contribution they are able to make. They all adhere to the school's visitors' policy and the visiting organisations credentials are checked.

All visitors are familiar with and understand the school's PSHE/RSE policy and work within it. Each visitor either meets or has a telephone conversation with the PSHE Lead prior to coming into school. During this contact, the PSHE lead will go through the pertinent points of the RSE/PSHE policy and makes visitors aware of them. The conversation also includes the sharing of the content being delivered to students to ensure the content is age-appropriate and accessible to our students. The PSHE lead will discuss how confidentiality will work in the workshops and will ensure the visitor/s understands how safeguarding reports are dealt with in line with our safeguarding policy.

The provision from outside organisations will be monitored by the PSHE Lead, SLT, HoY and teachers as appropriate and the information used to inform the plans for future provision.

### Safeguarding

Teachers at Liskeard School are aware that effective RSE, which brings an understanding of what is and is not appropriate in a relationship, can lead to the disclosure of a child

protection issue. All staff read the Keeping Children Safe in Education (KCSIE) document annually, attend regular tier 2 safeguarding training and know to adhere to the schools safeguarding policy if a disclosure is made, informing the Designated Safeguarding Lead (DSL) or Deputy DSL in their absence.

Teachers delivering the RSE curriculum will ensure a safe learning environment is created through ensuring good behaviour and agreeing a set of ground rules at the start of every lesson.

#### Relationship Education, Relationship and Sex Education (RSE) Curriculum

RSE at Liskeard School follows the statutory guidance issued by the DfE/ and advice from the PSHE Association. The following will be taught at KS3/and or KS4. The learning will spiral and build on prior learning starting in Year 7.

Lessons will be taught using a range of teaching and learning techniques, including differentiation, approved resources and all teachers of PSHE will promote a safe environment for discussion. Oracy strategies in line with the whole school teaching and learning policy will be used by teachers in PSHE lessons.

Staff are aware that views around PSHE/RSE related issues are varied. While personal views are respected, all PSHE/RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. We strive to achieve this balance through our schemes of work and make sure that all points of view are covered on a topic when guest speakers are invited.

Both formal and informal PSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the PSHE Lead and/or Designated Safeguarding Lead if they are concerned.

Teachers will assess the learning in RSE through a range of techniques, the main technique will be through short low stakes questions at the beginning and end of a topic to review the learning that has taken place. Regular informal formative assessment will take place through question and answer sessions and through reviewing any written work. Outcomes will be fed back to the PSHE lead and adaptations to the wider curriculum or lessons for a specific group will be made using the assessment information provided if required.

Regular stakeholder voice on the PSHE/RSE curriculum will be gained through a range of method, including but not exclusive to, questionnaires and pupil conferencing.

As recommended by the PSHE Association, RSE will fall under 5 sub headings:

1. Family
2. Respectful Relationships
3. Online and Media
4. Safety.
5. Intimate and Sexual Relationships

#### **Family**

They will learn:

- 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 its 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
- 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 the 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); and, how to seek help or advice, including reporting concerns about others, if needed.

### **Respectful Relationships**

- To discuss the characteristics of positive and healthy relationships (in all contexts)- including the qualities/behaviour they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
- Practical steps they can take in a range of contexts to improve relationships including the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour (Hate Language)- the need to challenge it and how to do so.
- To discuss how stereotypes can cause damage (in particular sex, gender, race, religion, sexual orientation or disability)
- In school and in the wider community they can expect to be treated with respect by others, and that in turn they should show due respect to other (to recognise that they have the same rights to opportunities in learning and work as all other people/recognise and challenge stereotypes/and challenge cultural expectations that may limit aspirations).
- To recognise bullying and abuse in all forms (including prejudice based bullying both in person and online/via text, abuse, exploitation and trafficking)- to have the skills and strategies to manage being targeted or witness others being targeted.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. To recognise when a relationship is healthy/or abusive and strategies to manage this or access support for self or others at risk.
- To understand what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality (Equality Act 2010)- everyone is unique and equal.

### **Online and Media**

- 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 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 partner
- 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

### **Safety**

- 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)

### **Intimate and Sexual relationships**

- 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, e.g. 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
- 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 (\*this does not need to be covered explicitly)
- 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/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.

#### Parental right to withdraw from Sex Education

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16 (these lessons can be found in the table below). After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Parents have a right to withdraw from the section marked **Intimate and Sexual Relationships** only.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher/or a nominee will discuss the request with parents and take appropriate action.

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

Y7	Y8	Y9	Y10	Y11
Spring Term (January)	Spring Term (January)	Autumn 2 (December) and Spring Term (January)	Spring Term (January)	Autumn Term (September)
How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships	<p>To understand the process of conception.</p> <p>To understand and explore information about contraception.</p> <ul style="list-style-type: none"> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• how to get further advice,</li> </ul>	<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>To consider some contraceptive options and whether they protect against STIs.</p>	<p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <ul style="list-style-type: none"> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> </ul>	<p>To examine the issues in unexpected pregnancy's and where to find support.</p> <p>To discover the issues between negative and positive relationships</p> <ul style="list-style-type: none"> <li>• The facts around pregnancy including miscarriage (*this does not need to be covered explicitly)</li> <li>• That there are choices in relation to</li> </ul>

	<p>including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p><b>CLEAR Peer on Peer Workshops</b></p>	<p>To consider how condoms, protect against STIs</p> <p>Pregnancy and some STIs.</p> <p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships</p> <ul style="list-style-type: none"> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. Brook Workshop</li> </ul> <p><b>Healthy Relationship Workshop (Barnados)</b></p> <p><b>Brook Assembly</b></p>	<ul style="list-style-type: none"> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>	<p>pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p>
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Linked Policies:

Safeguarding Policy

Teaching and Learning Policy

Keeping Children Safe in Education (KCSIE)

Anti-Bullying Policy

Equality Policy

Appendix 1: Science Links



## **Science Links with RSE**

### **Year 7 – Human Reproduction**

#### **Students must know:**

The menstrual cycle prepares the female for pregnancy and stops if the egg is fertilised by a sperm.

The developing foetus relies on the mother to provide it with oxygen and nutrients, to remove waste and protect it against harmful substances.

#### **Students must be able to:**

Explain whether substances are passed from the mother to the foetus or not.

Use a diagram to show stages in development of a foetus from the production of sex cells to birth.

Describe causes of low fertility in male and female reproductive systems.

Identify key events on a diagram of the menstrual cycle.

#### **Students' knowledge will be extended to:**

Explain why pregnancy is more or less likely at certain stages of the menstrual cycle.

Make deductions about how contraception and fertility treatments work.

Predict the effect of cigarettes, alcohol or drugs on the developing foetus

Within this module, students will be taught:

- Structure and function of each organ of the female reproductive system
- Structure and function of each organ of the male reproductive system
- Biology of sex in a reproductive context
- Fertilisation
- Pregnancy and birth
- Changes which occur during puberty (and how this relates to hormone changes)

Links with RSE:

Additional context will be given in science lessons to ensure understanding of:

- The difference between sex and gender
- Gender identity (e.g. trans men can menstruate)
- Consent (given and received)
- Sexuality
- Healthy relationships

The terms 'male' and 'female' with associated pronouns will be used when teaching biological aspects of sex and reproduction to eliminate the risk of forming misconceptions. Teachers will

ensure that students understand and appreciate that lessons are inclusive of all gender identities and sexualities.

## **Year 10**

### **Students should know:**

- The roles of hormones in human reproduction, including the menstrual cycle.
- During puberty reproductive hormones cause secondary sex characteristics to develop.
- Oestrogen is the main female reproductive hormone produced in the ovary.
- At puberty eggs begin to mature and one is released approximately every 28 days. This is called ovulation.
- Testosterone is the main male reproductive hormone produced by the testes and it stimulates sperm production.
- Several hormones are involved in the menstrual cycle of a woman.
- Follicle stimulating hormone (FSH) causes maturation of an egg in the ovary.
- Luteinising hormone (LH) stimulates the release of the egg.
- Oestrogen and progesterone are involved in maintaining the uterus lining.
- The interactions of FSH, oestrogen, LH and progesterone, in the control of the menstrual cycle.
- Fertility can be controlled by a variety of hormonal and nonhormonal methods of contraception. (To include: oral contraceptives that contain hormones to inhibit FSH production so that no eggs mature; injection, implant or skin patch of slow release progesterone to inhibit the maturation and release of eggs for a number of months or years; barrier methods such as condoms and diaphragms which prevent the sperm reaching an egg; intrauterine devices which prevent the implantation of an embryo or release a hormone; spermicidal agents which kill or disable sperm; abstaining from intercourse when an egg may be in the oviduct; surgical methods of male and female sterilisation)
- The use of hormones in modern reproductive technologies to treat infertility. This includes giving FSH and LH in a 'fertility drug' to a woman. She may then become pregnant in the normal way.
- In Vitro Fertilisation (IVF) treatment.
- Although fertility treatment gives a woman the chance to have a baby of her own: it is very emotionally and physically stressful; the success rates are not high; it can lead to multiple births which are a risk to both the babies and the mother.

Within this module, students will be given the opportunity to revise and discuss content covered in year 7 to address any misconceptions.

Links with RSE:

Additional context will be given in science lessons to ensure understanding of:

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- Gender identity (e.g. trans men can menstruate)
- Consent (given and received)
- Sexuality
- Healthy relationships

The terms 'male' and 'female' and associated pronouns will be used when teaching biological aspects of sex and reproduction to eliminate the risk of forming misconceptions. Teachers will ensure that students understand and appreciate that lessons are inclusive of all gender identities and sexualities.