

Policies and Procedures

Title:	Relationship and Sex Education Policy
Associated Policies:	<ul style="list-style-type: none"> • Safeguarding and Child Protection Policy • Anti-Bullying Policy • Behaviour policy • Child on Child Abuse Policy • Learning for All-Equal Opportunities Policy • Online safety and Acceptable use Policy
1	Policy Statement of Aims
<p>It is the school’s intention that relationships and sex education should be available and accessible for all students so that they will develop positive values and a moral framework that will guide their decisions, judgements and behaviour.</p> <p>The aims therefore of relationships and sex education (RSE) at Northampton School for Girls are to:</p> <ul style="list-style-type: none"> • 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, understanding how the law applies to sexual relationships so they can make informed choices and reach responsible decisions. • Teach students the correct vocabulary to describe themselves and their bodies. 	
2. Statutory Responsibility	
<p>As a secondary academy, we must provide RSE to all students under section 34 of the Students and Social Work Act 2017.</p> <p>In teaching RSE, we’re 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.</p> <p>We also have regard to legal duties set out in:</p> <ul style="list-style-type: none"> • Sections 406 and 407 of the Education Act 1996 • Part 6, chapter 1 of the Equality Act 2010 • The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. 	
3. Policy Development	
<p>This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:</p> <ul style="list-style-type: none"> • Review – a working group pulled together all relevant information including relevant national and local guidance. • Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. 	

- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
- Student consultation – investigated what students want from their RSE.
- Ratification – once amendments were made; the policy was shared with governors and ratified.

4. Definition

Sex and Relationships Education at Northampton School for Girls will be provided in such a manner as to encourage young people to make responsible decisions and have due regard to moral considerations and for family life.

Its aim is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It is recognised that parents are the key figures in helping their students cope with the emotional and physical aspects of growing up and the teaching offered is intended to be complementary and supportive of the role of parents.

5. Curriculum

Our curriculum is set out in Appendix 1 but may be adapt in year as and when necessary. We have developed the curriculum in consultation with parents, students and staff, considering 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.

6. Delivery of RSE

Relationships and Sex Education is a part of the Science syllabus, is included in Religious Education teaching and is an important part of the personal, social, health and economic (PSHE) curriculum. Students need to be actively involved in their own learning in order to develop the confidence to talk, listen and think about sex and relationships. Teachers will establish the ground rules with their tutor group, use distancing techniques and know how to deal with unexpected questions or comments from members of their group.

Ground rules should ideally be worked out by the tutor group themselves and may include:

- no one (teacher or student) will have to answer a personal question
- no one will be forced to take part in discussion
- only words agreed by the group as acceptable for body parts will be used
- meanings of words will be explained in a sensible and factual way
- the attitudes, feelings and cultures of others will be respected, and no one will use language or speak in a manner which is deliberately offensive.

Distancing techniques can help by depersonalizing discussions as in the following examples:

- role play can be used to act out situations
- case studies with invented characters
- use of appropriate videos

Teachers should establish clear parameters of what is, and is not, appropriate in a whole class setting. If a question becomes too personal:

- remind student of ground rules
- refer student to school nurse
- acknowledge that answer is unknown and could be researched later
- discuss with student individually at a later date
- if the student appears to be at risk of sexual abuse, follow school's Child Protection procedures.

Group work should be encouraged as this gives students opportunities to:

- discuss issues
- draw on previous knowledge to develop more understanding
- practice their social and personal skills
- consider their beliefs and attitudes

For specific lessons relating to contraception in Years 9 and 10, the school nurse team deliver the content with support from a member of the teaching staff.

7. Specialist advice – the school nurse team

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

Currently additional specialist advice can be accessed through the school nurse team. This advice is available to support both staff in their teaching and students where staff feel more specialist advice is required

The nurse offers confidential advice and will offer services and guidance such as:

- Advice and support regarding healthy lifestyle choices including relationships.
- Testing for STIs, Chlamydia screening.
- Advice regarding contraception and pregnancy testing
- Referrals to other agencies, such as CAMHS, Service 6, Lowdown etc.
- Guidance on emergency contraception and providing ongoing support.

In cases where a student is considered to be placing herself at risk there will be close liaison with school staff and with the DSL.

The school nurse runs a health clinic and is bound by her own professional code of conduct. She provides confidential support and advice through her drop-in sessions about any health-related issues including making links with and access to local GPs, family planning clinics and Genitourinary Medicine clinics; she can provide specific and up to date knowledge about sexual health and well-being including all forms of contraception...

8. Roles and Responsibilities

The Governing board

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

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/non-science] components of RSE

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/non-science] 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.

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 do not have the right to withdraw their child from any aspect of relationship or health education. Parents do have a right to withdraw their daughter from all the non-statutory components of sex education within RSE up to and until 3 terms before the student turns 16. A letter is sent home from the PSHE lead annually informing parents when the relationship and sex education unit is to be delivered in school with a to be completed and returned if the parent wishes their daughter to be withdrawn. A copy of the withdrawal request will be placed in the students' educational record. The headteacher or member of the senior leadership team will discuss the request with parents and take appropriate action. Where students are withdrawn from sex education, they must receive appropriate and purposeful education.

Parents do not have the right to withdraw their child from the sex education provided in science.

Procedures are in place for dealing with complaints about the curriculum and its delivery. A copy of the school complaint's policy is available on the school website.

10. Training

Staff who deliver RSE are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher 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 the Deputy Headteacher with responsibility for PSHE, supported by the PSHE lead and Heads of Academic Standards through a calendar of learning walks, work scrutiny and student voice.

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

Appendix 1 – Relationship and sex education (PSHE) curriculum map

Relationships and Sex education forms an important part of the personal, health, economic (PSHE) education at NSG. This subject is taught in two 20-minute lessons per week by the Tutor at Key Stage 4 and supported by health professionals as appropriate. In Key Stage 3, students have one lesson per week. The Heads of Academic Standards and tutor teams are responsible for the high-quality delivery of the PSHE curriculum. Its development is led by our PSHE lead and is overseen by the Deputy Headteacher.

The scheme of work covers:

Year 7

- Personal hygiene – practical advice regarding hygiene and the importance of keeping bodies clean.
- Information about the monthly cycle
- Respect for self and respect for the body
- Puberty – emotional development, mood changes
- Sexual identity
- Appropriate and healthy relationships

Year 8

- Friendships and Relationships - Strategies for conflict resolution, what makes a good friend.
- A more detailed look at healthy living, diet, exercise and looking after the body.
- Puberty
- Sex and Relationships
- Keeping yourself safe online

Year 9

- Contraception - to begin to explore the role of contraception and family planning in the prevention of unwanted pregnancy as well as the importance of sexual health.
- Relationships - to develop an understanding of the complexity of relationships and the need for skills development in communication for successful, healthy relationships of all kinds.
- Media influence on behaviour
- Sex and the law – what is consent

Year 10

- Contraception – how to use it safely, how to access it.
- Relationships - looking at forming successful relationships.
- Online safety – CSE/grooming/pornography

Year 11

- Pregnancy - to increase understanding of the consequences both short and long-term of teenage pregnancy and the choices involved.
- Contraception - reviewed in terms of taking responsibility for sexual health and well-being.
- Women's Sexual health - looking at breast and cervical cancer awareness.

Appendix 2 - By the end of secondary school students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up students. • 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. • 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 students, including the characteristics of successful parenting. • How to: determine whether other students, 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>	<ul style="list-style-type: none"> • 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. • 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 (e.g. how they might normalise nonconsensual 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
<p>TOPIC</p>	<p>STUDENTS SHOULD KNOW</p>
<p>Online and media</p>	<ul style="list-style-type: none"> • 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 partners • That sharing and viewing indecent images of students (including those created by students) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online.
<p>Being safe</p>	<ul style="list-style-type: none"> • 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)

<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • 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. • 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
---	--