




# Forge Valley School

## SEX AND RELATIONSHIPS POLICY

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<b>Member of Staff Responsible:</b>	Emma Shaw
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<b>Ratified by:</b>	Ratified by J Stringer, Chair of Governors 
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*We have carefully considered and analysed the impact of all school policies on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

*This policy has been developed by building on our own best practice and that of other educational networks. It has been developed in consultation with governors and staff and is accessible through the Forge Valley website.*

*The policy is updated annually and is publicly available on the school website.*

## **1. Introduction**

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils 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.

## **2. Aims**

The school aims to prepare young people for an adult life in which they can:

- Develop positive values and an understanding of the law that will guide their decisions, judgements and behaviour.
- Understanding of LGBTQ+
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex and how to prevent unwanted pregnancy.
- 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 and respect for individual conscience and the skills to judge what kind of relationships they want.
- To clearly understand consent and clear boundaries.
- 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.
- To understand key information around grooming and prevention.
- Avoid being pressured into unwanted or unprotected sex.
- Access confidential sexual health advice, support and if necessary treatment; and know how the law applies to sexual relationships.
- Understand how to build appropriate, healthy and positive relationships.
- Students will know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion and harassment.

## **3. Guidelines for Governors and Staff**

As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

#### **4. Subject Leader for PSHE/Personal Development**

Is responsible for the planning and development of the Personal Development curriculum, which includes RSE delivered at an age appropriate time.

The Subject Leader for PSHE/Personal Development is Emma Shaw, who can be contacted via email [eshaw2@forgevalley.sheffield.sch.uk](mailto:eshaw2@forgevalley.sheffield.sch.uk)

#### **5. Teaching staff are responsible for;**

- Presenting the facts in an objective, balanced and sensitive manner, set within the framework of values and an awareness of the law on sexual behaviour
- Encouraging pupils to recognise the physical, emotional and moral implications and risks of certain types of behaviour and to accept that both sexes must behave reasonably in sexual matters
- Encouraging pupils to appreciate the values of family life.

#### **6. The Role of Parents**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents wishing to withdraw their child from sex education must notify the Subject Leader for PSHE/Personal Development in writing. The school will contact the parents concerned and ask if they would indicate voluntarily their reasons for withdrawal so that any misunderstandings about the nature of sex education provided by the school can be resolved.

Parents are consulted annually on the Personal Development curriculum, including SRE. This provides valuable insight into the matters concerning our local community and allows us to strengthen our curriculum to meet the specific needs of our learners.

The last parent consultation took place in November 2022. The next parent consultation will take place after we have received the outcome of the governments RSE review.

#### **7. Content of RSE**

The statutory guidance sets out the required content for RSE as follows.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

By the end of secondary school pupils should know;

<p>Families</p>	<ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• 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.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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.</li> </ul>
<p>Respectful relationship, including friendships</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• 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.</li> </ul>
<p>Online and media</p>	<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>

Being safe	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <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>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
The Law	<ul style="list-style-type: none"> <li>• marriage</li> <li>• consent, including the age of consent</li> <li>• violence against women and girls</li> <li>• online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)</li> <li>• pornography</li> <li>• abortion</li> <li>• sexuality</li> <li>• gender identity</li> <li>• substance misuse</li> <li>• violence and exploitation by gangs</li> <li>• extremism/radicalisation</li> <li>• criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</li> <li>• hate crime</li> <li>• female genital mutilation (FGM)</li> </ul>

## **8. Process**

In year 7, 8, 9, 10, 12 and 13 RSE forms part of the wider Personal Development curriculum and is delivered through 1-hour weekly lessons delivered by subject specialist staff.

The curriculum is designed with consideration for;

- Current government guidance on RSHE
- Current Keeping Children Safe in Education guidance
- The needs of our community based on safeguarding knowledge
- Parental voice obtained through consultation
- Pupil voice obtained through surveys

We do not deliver any lessons which are solely sex education. All lessons are about the dynamics within intimate relationships and intimate/sexual health.

The curriculum and its delivery are subject to the whole school process of monitoring and evaluation.

Details of the Personal Development curriculum, including a breakdown of what is taught when for each year group, can be found on the school website <https://www.forgevalley.school/curriculum-personal-development>

## **9. Visitors and Outside Agencies**

We do not currently use, nor do we intend to use any outside agencies in the delivery of RSE.

## **10. Anticipated Changes to the Curriculum**

The government are currently conducting a review of the RSE curriculum, the completion date is yet to be announced. This may result in changes to this policy, the curriculum and the approach. We will communicate our actions to all stakeholders as soon as the outcomes of the review are finalised by central government and shared.

More information on this review can be found here;

<https://educationhub.blog.gov.uk/2023/03/31/rshe-relationships-health-sex-education-review-curriculum-to-protect-children/>

## **11. Confidentiality and Safeguarding**

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Teachers are advised to encourage a pupil asking for specific advice on family planning or other aspects of sexual behaviour to seek advice from their parents, and if appropriate from the relevant health service professionals.

Where the teacher believes that a pupil has embarked upon, or is contemplating, a course of conduct which is likely to place them at physical risk or in breach of the law, the teacher has a general responsibility to ensure that the pupil is aware of the implications and the pupil is urged to inform their parents and/or seek professional advice. The member of staff cannot promise confidentiality to the pupil and where there is a risk that a teacher might be

compromised by speaking to individual pupils, they are advised that it would be wiser to be accompanied by another member of staff. In all cases members of staff should inform a member of the school's Safeguarding Team.

Guidance in cases of suspected child abuse is clearly defined in the school's Safeguarding Policy.

Prior to a new topic being delivered, the Subject Leader for PSHE/Personal Development consults with the Designated Safeguarding Lead to highlight and discuss any pupils who may have been affected by upcoming topics and themes. These pupils are spoken to jointly by the Subject Leader for PSHE/Personal Development and Designated Safeguarding Lead and families are also notified if necessary. Families do have the right to remove their child from lessons.