

**MULBERRY STEPNEY GREEN  
MATHS, COMPUTING & SCIENCE COLLEGE**

**RELATIONSHIPS AND SEX  
EDUCATION POLICY**

Ratified: 16<sup>th</sup> June 2021

Review: June 2022

## RELATIONSHIPS AND SEX EDUCATION POLICY

**Description of School:** Secondary. Predominantly Boys. From September 2020, our school became co-ed and we have had our first intake of girls in Year 7. The 6<sup>th</sup> Form has been co-ed from its inception in 2014. The majority of the student population is Bangladeshi.

### 1. Statutory guidance

The Relationships Education, Relationships and Sex Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

Relationships and Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health (DfE Statutory Guidance on Sex and Relationships Education, updated January 2014).

### 2. Links with other policies

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality Policy

### 3. RSE Programme at Stepney Green

The government has a new framework covering Relationships and Sex Education and Health education. Stepney Green School already comprises important topics in its PSHE programme, including the use of online technologies and the media, internet safety and harms and teaching about the importance of the family.

Staff in the Pastoral working party review and update our RSE curriculum to ensure it is fully compliant with government requirements.

We achieved the **Gold Standard Healthy Schools accreditation** in March 2021.

Sex education elements are contained in the National Curriculum Science. The Curriculum in Science covers anatomy, puberty and biological aspects of sexual reproduction. SRE provided in the PSHE and Citizenship curriculum is complementary to and distinct from the Science curriculum.

### 4. Moral and Values Framework

The objective of relationships and sex education is to help and support young people through their physical, emotion and moral development. SRE will promote the spiritual, moral, cultural mental and physical development of pupils at Stepney Green School and prepare them for the opportunities, responsibilities and experiences of adult life. Pupils will be encouraged to talk openly and their questions answered honestly in a way that respects diversity of cultures and family forms.

### 5. Aims

Sex and Relationships Education at Stepney Green School will follow the national guidance and will contribute to the foundation of PHSE and Citizenship by ensuring that the programme embraces the following in a culturally sensitive way. Participation in the programme will provide students with opportunities to:

- develop the confidence, self-respect and self-esteem and decision making skills to communicate effectively with regard to relationships
- develop their knowledge about healthy and safe lifestyles, in order that they can make informed decisions
- access appropriate, balanced information about human reproduction and the physical, social and emotional aspects of human sexual behaviour

- understand the developmental stages of adolescence and prepare for their future life as adults
- consider the benefits of effective, fulfilling relationships
- develop an understanding of and respect for difference, and a respect for the human rights of individuals
- develop the skills necessary to protect themselves from exploitation and personal risk
- understand how the law applies to sexual relationships
- develop a greater understanding of the consequences of their decisions and actions
- explore moral dilemmas and develop their critical thinking skills
- link sex and relationships education with issues of peer pressure and other risk taking behaviour, such as drug use, smoking and alcohol
- develop their awareness about services that are available to provide advice and support relating to issues around sexual health and relationships
- understand the significance of cultural and religious beliefs on all aspects of sexual health

## 6. Organisation of SRE

The teachers responsible for teaching SRE are mainly form tutors.

Suitable training for identified staff will be provided after consultation with tutor teams and Key Stage Leaders.

To ensure a whole school approach the schools SRE programme will be delivered in three curriculum locations:

- Designated curriculum time in PSHE lessons;
- Through other subjects, namely Science & RE.

Differentiated teaching is important in meeting the needs of all pupils. Pupils will have different knowledge based upon their emotional and physical development, life experiences, literacy levels and learning difficulties.

Differentiated learning will be in terms:

- Outcome – a task for all which the group can achieve at their own level
- Extension activities
- Support teachers
- Different resources used

Pupils with special education needs and learning difficulties are included in SRE. Where appropriate the contents and delivery of the curriculum will be modified to meet individual needs. **Parents/Carers are consulted in the development of the SRE curriculum.**

Parents have a right to withdraw their child from SRE from PSHE lessons, but not when it occurs in the statutory science curriculum. (see section 14)

## 7. Monitoring, evaluation and assessment

Both young people and the teachers should be fully involved in evaluation of SRE. The following questions will act as a guide:

- a. Skills – what new information have we learnt?
- b. Information – what new information have we learnt?
- c. Attitudes and values – what do we think, feel, believe?
- d. What do we need to learn next?

Feedback will be gathered through PSHE Evaluation Form and will provide information to feed back to staff planning and delivering future SRE.

## 8. Resources

Appropriate resources have been selected that:

- Conform to the legal requirements for SRE
- Are appealing to the audience and age appropriate
- Are appealing to the needs of pupils in terms of language, images, attitude, maturity and understanding
- Avoid racism, sexism, gender and homophobic stereotyping
- Are factually correct and up- to-date

- Encourage active and participatory learning methods.

### **9. Using Outside Visitors**

The school uses outside visitors to help support the SRE programme. These visitors may include health professionals, social workers, youth workers, peer educators, theatre groups etc. Visitors are made aware of:

- Their purpose and role within the school's programme
- The boundaries of their input
- The school's SRE policy, Confidentiality policy and the planned SRE programme
- The need to plan and agree work with the teacher and identify learning outcomes
- Explicit lines of accountability between the visitor and the school.

### **10. Programme Review**

The SRE programme will be monitored and reviewed at regular intervals by discussion of programme at tutor team meetings involving:

- Key Stage Leaders
- Form Tutors
- Working Party members
- Advice from LA & PSHE Association

### **11. Sensitive Issues**

- Teachers are aware of the diverse cultural, ethnic and religious groups that make up our school community and are sensitive to the different beliefs and values systems of our students. Sensitive issues relating to SRE are taught in an objective and balanced manner, with students being made aware of the difference between fact, opinion and religious belief. In any circumstances where child safeguarding issues arise we will always follow the school's child safeguarding procedures (see child safeguarding policy). Referrals may be made to the School Counsellor as appropriate.
- In PSHE lessons, ground rules are generated by students with teacher guidance to ensure a safe environment for discussion of sensitive issues and for all pupils to feel comfortable to participate. Such rules may include de-personalising issues and respecting one another's views through respectful listening and debate.
- To accommodate, where appropriate, separate girls' and boys' groups when RSE is taught in PSHE lessons.

### **12. Confidentiality**

Teachers may be party to sensitive information about pupils, some of this perhaps relating to illegal activity. All staff need to be clear about the rules of confidentiality and reporting. The school's policy on confidentiality clarifies matters for teachers concerning the following:

- guidance about who needs to know in particular instances. Information about pupils should not be passed on indiscriminately;
- that teachers should not offer pupils unconditional confidentiality;
- that information about behaviour that is likely to cause harm to pupils or to others must be dealt with in line with the schools Child Protection procedure and passed on to the appropriate agency;
- that teachers should make it clear to pupils that some information needs to be passed on in the pupil's best interest and that they will be informed when this is a necessity;
- in the case of illegal activity, action should be taken in the interests of the pupil. This does not necessarily involve informing the police in every instance;
- teachers are not obliged to pass on information about pupils to their parents;
- if the teacher believes the pupil is at moral or physical risk or in breach of the law, it is their duty to ensure the pupil is aware of the risks and encourage them to seek support from their parents where appropriate;
- external agencies working with pupils are made aware of, and abide by, the confidentiality policy. If the visitor is providing individual advice and support directly to pupils, they may be following different guidelines on confidentiality and the pupils need to be made aware of this. For instance, school nurses are bound by the medical code of confidentiality in regard to their work with young people;

Teachers should explain and reinforce the need for ground rules in lessons to protect pupils from making inappropriate personal disclosures.

### 13. Safeguarding Procedures

See school's Safeguarding Policy

### 14. Child Withdrawal Procedures

Parents have the right to withdraw their children from part or all sex and relationships education provided outside National Curriculum Science. Parents wishing to withdraw their child should do the following:

1. Ask to see a copy of the school's Sex and Relationship policy and schemes of work.
2. Ask the school for an appointment to meet with the Headteacher to discuss the request with the parent and, as appropriate, with the child to ensure that their concerns are understood and to clarify the nature and purpose of the curriculum.
3. Following the discussions, except in exceptional circumstances, the School will respect the parents' request to withdraw their child.

#### Relationships and Sex Education Content (from DFE guidance)

<b>Families</b>	<b>Pupils should know:</b> <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>
<b>Respectful relationships, including friendships</b>	<b>Pupils should know</b> <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.<ul style="list-style-type: none"><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></ul></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.</li><li>• 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>
<b>Online and media</b>	<b>Pupils should know:</b> <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></ul>

	<ul style="list-style-type: none"> <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>
<b>Being safe</b>	<p><b>Pupils should know:</b></p> <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>
<b>Intimate and sexual relationships, including sexual health</b>	<p><b>Pupils should know:</b></p> <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.</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>