

**SIR GRAHAM BALFOUR SCHOOL**



**RELATIONSHIPS AND SEX EDUCATION  
POLICY**

## CHANGE CONTROL

<i>Date</i>	<i>Issue</i>	<i>Details of change</i>
	0.a	Initial Draft
30.06.21	1.0	Policy approved at Board Meeting on 30.06.2021

<b>Next Review</b>	<b>June 2023</b>
--------------------	------------------

## AUTHORISATION

Approved at Board Meeting on 30.06.2021

Signed:



30-6-21

---

**Chair of Board**

**Date**

## Relationships & Sex Education Policy

### Aim

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Give students 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
- Teach students the correct vocabulary to describe themselves and their bodies

The school's values are integral to the RSE curriculum, especially respect, kindness and compassion for ourselves and others.

### Key Elements

#### **1. Statutory requirements**

As a secondary academy school we must provide RSE to all students as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are 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.

At Sir Graham Balfour we teach RSE as set out in this policy.

#### **2. Policy development**

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including national and local guidance
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
3. Pupil consultation – we investigated what exactly students want from their RSE
4. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **3. Definition**

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

# SIR GRAHAM BALFOUR MAT POLICIES AND PROCEDURES

---

RSE is not about the promotion of sexual activity.

## 4. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account 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.

## 5. Delivery of RSE

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 religious education (RE).

The PSHE curriculum is delivered during Form Time, three PSHE days and stand-alone RSE lessons within the extra curriculum time provided within Maths and Science lessons.

Students also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 6. Roles and responsibilities

### 6.1 The governing board

The governing board has delegated the approval of this policy to the Staffing, Curriculum, Students and Community sub-committee.

### 6.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from the non-statutory components of RSE (see section 8).

### 6.3 Staff

Staff are responsible for:

# SIR GRAHAM BALFOUR MAT POLICIES AND PROCEDURES

---

- 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 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.

The Deputy Headteacher i/c Personal Development and Welfare will have overall responsibility to lead, develop, initiate, monitor and evaluate all aspects of the RSE curriculum.

## 6.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 7. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Deputy Headteacher i/c of Personal Development and Welfare.

A copy of withdrawal requests will be placed in the pupil's educational record. The Deputy Headteacher i/c of Personal Development and Welfare will discuss the request with parents and take appropriate action.

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

## 8. Training

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

The Deputy Headteacher i/c Personal Development and Welfare 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.

## Monitoring and Evaluation

The delivery of RSE is monitored by Deputy Headteacher i/c Personal Development and Welfare through:

Scrutiny of 'The Balfour Journey' plans developed by Year Heads, learning walks during PSHE days and Form Time, observing assemblies

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

This policy will be reviewed by Deputy Headteacher i/c Personal Development and Welfare bi-annually in consultation with relevant staff and members of the Student Leadership Group. At every review, the policy will be approved by the Staffing, Curriculum, Students and Community sub-committee

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map at Sir Graham Balfour School

	PSHE Day 1 & HT	Relationships and sex education	PSHE Day 2 & HT	HT	PSHE Day 3 & HT	HT
Y7	<p><b>Transition and safety; Commitment to excellence</b> Transition to secondary school and personal safety in and outside school, including first aid</p>	<p><b>Health and puberty; Responsibility for ourselves and others</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<p><b>Developing skills and aspirations; Ambition for ourselves and others</b> Careers, teamwork and enterprise skills, and raising aspirations</p>	<p><b>Diversity kindness and compassion for ourselves and others</b> Diversity, prejudice, and bullying</p>	<p><b>Building relationships Responsibility for ourselves and others</b> Self-worth, romance and friendships (including online) and relationship boundaries</p>	<p><b>Financial decision making Ambition for ourselves and others</b> Saving, borrowing, budgeting and making financial choices</p>
Y8	<p><b>Drugs and alcohol Responsibility for ourselves and others</b> Alcohol and drug misuse and pressures relating to drug use</p>	<p><b>Identity and relationships kindness and compassion for ourselves and others</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>	<p><b>Community and careers Ambition for ourselves and others</b> Equality of opportunity in careers and life choices, and different types and patterns of work:</p>	<p><b>Discrimination kindness and compassion for ourselves and others</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<p><b>Emotional wellbeing respect kindness and compassion for ourselves and others</b> Mental health and emotional wellbeing, including body image and coping strategies</p>	<p><b>Digital literacy: responsibility for ourselves and others</b> Online safety, digital literacy, media reliability, and gambling hooks</p>
Y9	<p><b>Respectful relationships: kindness and compassion for ourselves and others</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p><b>Intimate relationships: kindness, compassion for ourselves and others</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to</p>	<p><b>Setting goals: ambition for ourselves and others</b> Learning strengths, career options and goal setting as part of the GCSE options process</p>	<p><b>Healthy lifestyle: Responsibility for ourselves and others</b> Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p><b>Peer influence, substance use and gangs: responsibility for ourselves and others</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<p><b>Employability skills: ambition for ourselves and others</b> Employability and online presence</p>

## SIR GRAHAM BALFOUR MAT POLICIES AND PROCEDURES

	PSHE Day 1 & HT	Relationships and sex education	PSHE Day 2 & HT	HT	PSHE Day 3 & HT	HT
		pornography				
Y10	<b>Mental health: Responsibility for ourselves and others</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Healthy relationships: respect, kindness and compassion for ourselves and others</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Work experience: ambition for ourselves and others</b> Preparation for and evaluation of work experience and readiness for work	<b>Addressing extremism and radicalisation kindness and compassion for ourselves and others</b> Community cohesion and challenging extremism	<b>Exploring influence: responsibility for ourselves and others</b> The influence and impact of drugs, gangs, role models and the media	<b>Financial decision making: ambition for ourselves and others</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices
Y11	<b>Next steps: ambition for ourselves and others</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships; respect, kindness and compassion for ourselves and others</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence; kindness, respect and compassion for ourselves and others</b> Responsible health choices, and safety in independent contexts	<b>Building for the future: ambition for ourselves and others</b> Self-efficacy, stress management, and future opportunities	<b>Families: respect, kindness, compassion for ourselves and others</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships (possibly Curriculum as a method of delivery)	<b>Financial decision making: ambition for ourselves and others</b> The impact of financial decisions, savings accounts, money and mental health, budgeting, borrowing, student finance, the world of work (poss. PSHE day 3)

## SIR GRAHAM BALFOUR MAT POLICIES AND PROCEDURES

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

TOPIC	STUDENTS SHOULD KNOW
Families	<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>
Respectful relationships, including friendships	<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</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>

## SIR GRAHAM BALFOUR MAT POLICIES AND PROCEDURES

TOPIC	STUDENTS SHOULD KNOW
Online and media	<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>

## SIR GRAHAM BALFOUR MAT POLICIES AND PROCEDURES

TOPIC	STUDENTS SHOULD KNOW
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</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>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			