



Archbishop Holgate's School

A Church of England Academy

RELATIONSHIPS AND SEX EDUCATION POLICY

This policy explains how we deliver Sex and Relationships education, provides a framework for sensitive discussions and help our students to develop feelings of self-respect, confidence and empathy.

Approval Date: September 2019

Next Review Date: September 2020

Member of staff responsible: Md – Deputy Head

Governors sub-committee responsible: Curriculum

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

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Vision and Values of Archbishop Holgate's School

As a Church of England school we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

"A threefold cord is not easily broken." Ecclesiastes 4:12

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of **Justice**, **Compassion**, **Forgiveness** and **Trust** have been embedded across our school community and permeate all areas of school life.



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This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.

1. Aims

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

- Deliver Sex and Relationships Education in a way that is underpinned by our school values of compassion, forgiveness, justice and trust
- Provide a framework in which sensitive discussions can take place, under the guidance of expert teaching
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, in line with our school values
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a secondary academy, we must provide RSE to all pupils 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 Archbishop Holgate's School we teach RSE as set out in this policy.

3. Definition

RSE is about the emotional, social and cultural development of pupils, 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. RSE is not about the promotion of sexual activity. Through our RSE programme we aim to provide young people with:

- Information about where to seek help and advice;
- Information about positive emotional health;
- Relationship skills (including good communication skills and positive relationship skills);
- Opportunities to explore their own values moral framework;
- Opportunities to understand and accept difference and diversity;
- An understanding of their own bodies;
- An awareness of the right and choices they have over their own body;
- The skills to make positive informed choices (therefore, reducing risk);
- The ability to take responsibility for and accept the consequences of their own actions;
- The ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others*;
- The ability to understand the risks to health and well-being, associated with teenage conception.

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, considering the age, needs and feelings of pupils. If pupils 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.

For more information about our curriculum, see our curriculum map in Appendix 1.

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), History lesson, IT lessons and English lessons. Year 9 students access Character and Culture lessons covering a range of associated issues. The assemblies of all year groups are mapped along the following key strands:

- Social Skills
- Promoting Inclusion and Tolerance
- Anti-Bullying
- Democracy and the Rule of Law
- LGBT and Identity
- E-safety
- Racism
- Careers and Big Choice
- The 'Prevent' agenda
- Mental Health & Well Bering
- Healthy Lifestyles and Healthy choices
- SEND and Young Carers

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

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

The governing body

The governing body has delegated the approval of this policy to the Curriculum Committee of the LGB and will hold the Headteacher to account for delivering this policy.

The headteacher

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

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils 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.

The responsibility for the delivery of RSE will fall to the following members of staff:

- PSHCE team, led by Miss M Holmes
- RE team, led by Miss K Harper
- English team, led by Miss H Woolerton
- IT team, led by Mr K Appleyard
- Science team, led by Mr J Evans
- Form tutors, led by Heads of Year

Pupils

Pupils 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/non-science 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 headteacher.

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

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

8. Training

Staff 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.

9. Monitoring arrangements

The delivery of RSE is monitored by Miss P McDermott (Deputy Head) through:

- Weekly MTYT meetings with the Head of RE
- Termly audits of RSE provision against statutory requirements

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

This policy will be reviewed by Miss P McDermott each year. At every review, the policy will be approved by the Curriculum Committee.

From September 2020, relationships and sex education will become statutory in all secondary schools in England. At AHS, this content will be delivered through assemblies; Personal, Social, Health and Citizenship (PSHCE) lesson; the IT curriculum; the English curriculum; the History curriculum; the RE curriculum and through 'Character and Culture' lessons in Year 9.

Below are the things we must teach in secondary schools:

Families

- That 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 raising 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 relationships is unsafe (and to recognise this in others' relationships)
- How to seek help or advice, including reporting concerns about others if needed

Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and 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 normalize non-consensual 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 respect to others, including people in positions of authority, and tolerance of other people's beliefs
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying 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 references to the protected characteristics as defined in the Equality Act 2010) and that 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 wouldn't 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 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

Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, 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, including sexual health

- 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 the 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 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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 and advice and treatment

Appendix 1: Curriculum map

Relationships and sex education curriculum map (a full curriculum audit has been completed to identify all strands of provision. Listed below is what is taught as part of PSHCE and Citizenship, and when this content is taught to each year group). The advice and guidance of the PSHE society Scheme of Work.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	1	Healthy Diets	
	2	Human Rights	
	3	Friendships	
	4	Role models	
	5	Value of money and budgeting	
	6	Bullying and cyber-bullying	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	1	Health and well-being unit 1	M:\03-Staff Only\02-Subjects\36-Citizenship
	2	Living in the Wider World	M:\03-Staff Only\02-Subjects\36-Citizenship
	3	Young Leader's Award Module 1 – Faith	M:\03-Staff Only\02-Subjects\36-Citizenship

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	4	Young Leader's Award Module 2 – Hope	M:\03-Staff Only\02-Subjects\36-Citizenship
	5	Relationships	M:\03-Staff Only\02-Subjects\36-Citizenship
	6	Health & Well-being unit 2	M:\03-Staff Only\02-Subjects\36-Citizenship

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	1	Relationships	M:\03-Staff Only\02-Subjects\36-Citizenship
	2	Mental Health	M:\03-Staff Only\02-Subjects\36-Citizenship
	3	Relationships/ Health and well being	M:\03-Staff Only\02-Subjects\36-Citizenship
	4	Living in the wider world	M:\03-Staff Only\02-Subjects\36-Citizenship
	5	Living in the wider world (unit 2)	M:\03-Staff Only\02-Subjects\36-Citizenship
	6	Awareness of others	M:\03-Staff Only\02-Subjects\36-Citizenship

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	1	Health & Well-being – Smoking	
	2	Careers and Next Steps	
	3	Homophobia	
	4	Unhealthy Coping strategies	
	5	Skills needed for work/ Work Experience	
	6	Community cohesion	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	1	Health and well-being – alcohol misuse	
	2	Higher Education	
	3	Sexism	
	4	Coping with stress	
	5	Consequences of financial decisions	

Appendix 2: These Schemes of Work are supplemented by the Collective Worship Rota, outlined below.

		A 1	A 1	A2	A2	S1	S1	S2	S2	S1	S1	S2	S2
				<i>Anti-bullying week</i> <i>W/C 11th Nov</i>	<i>UK Parliament</i> <i>W/C 2nd Nov</i>	<i>LGBT History month- 1st-28th Feb</i>	<i>Safer internet W/C 10th Feb</i>	<i>Stephen Lawrence Day 22nd April</i>	<i>National Careers Week W/C 2nd Mar</i>		<i>Mental Health Week</i> <i>W/C 13th May</i>		<i>Carers Week</i> <i>W/C 8th-12th June</i>
Focus		Social skills	Promoting Tolerance and Inclusion	Anti-Bullying	Democracy and the rule of law	LGBT and identity	E-Safety	Racism	Careers and Big Choices (TBC)	Prevent	Mental Health	Healthy Lifestyles and choices	SEND and young carers
Year 7		What is a friendship?	What are the different communities in York? Include travellers	What is bullying? (And what isn't!)	What is democracy?	What does LGBT mean?	What are the benefits and dangers of social media?	What is racism and racist language?	How do you deal with big changes?	Prevent: what is it?	What is mental health?	How can you stay healthy in school?	What challenges might people face in our school?
Year 8		How do I cope when a friendship goes wrong?	Why is tolerance of other faiths and cultures important?	Why do people become bullies?	What is freedom of speech?	What is homophobic, biphobic and transphobic language?	What is cyberbullying? Think before you post.	What was the civil rights movement?	How do I make difficult decisions? (Options)	Prevent: what is extremism?	What can you do to support your mental well-being?	What are the dangers on the road?	What is autism?

Year 9		What can I do when I get angry?	What is Islamophobia? Why has there been a rise in Islamophobia? Why is this wrong?	Should we all be anti-bullying ambassadors?	How does a government work? Why should I care?	What does it mean to be trans?	What is the danger of catfishing? The Breck story.	Who was Stephen Lawrence?	Half way there: what's the point in school? (Career aspirations)	Prevent: what is radicalisation?	What is anxiety and how can I manage this?	Do I have to exercise?	What does it mean to be a young carer?
Year 10		What is the danger of gang culture?	What gender stereotypes exist? Why is there still inequality between men and women in the world today?	Isn't it just banter?	The role of the media and free press: what is fake news?	What is Stonewall? Where did it come from?	What is grooming?	How do I talk about race?	Work experience: what is working life like?	Prevent: what is a grooming?	How can I learn to accept myself? Self love.	Why is sleep important?	How do medical physical and sensory conditions impact on school life?
Year 11		What is acceptable public	Why is there a	What is an abusive	What are my rights and	Inspirational LGBT people	What is the law	How we challenge	What are my choices	Prevent: what are the	What is the difference	What are the dangers	How can I help promote

		behaviour?	refugee crisis? What difficulties do those who seek refuge face?	relationship? What is consent?	responsibilities at the age of 16? (Legally and morally)		around sexting?	e racism?	next year? How do I make these?	dangers of knife crime?	e between stress and pressure?	of smoking and substance abuse? The facts. Earlier?	inclusion?
Year 12		What makes a healthy relationship?	Why is there a homeless crisis? How can we support the homeless?	What is sexual harassment?	How can I make my voice heard for positive change?	LGBT History month	How can you respect different opinions online? What is trolling?	What is white privilege?	(Year 12/13 progression package, including finance etc)	Prevent: what is hate crime?	How can "Letting go" help my mental health? Stoicism	How can I make choices about alcohol?	What opportunities are there to support, volunteer and work within disability access?
Year 13		How do you deal with conflict in the workplace?	What is anti-Semitism? Why has it been such a political issue lately?	What is workplace bullying?	Why should I vote?	Who am I? Understanding personal identity	How can my online identity affect my professional life?	What is micro-aggression?		Prevent: what is the law?	How can I help a friend? What should I do? What should I avoid?	Why is sport and exercise so important as an adult?	What services are available to support disability?

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<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 non-consensual 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
Online and media	<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 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

TOPIC	PUPILS SHOULD KNOW
Being safe	<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)
Intimate and sexual relationships, including sexual health	<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

Appendix 4: 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			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	