Framingham Earl High School Relationships and Sex Education Policy	
Date Adopted by LGB	Autumn 2020
Date to be Reviewed	Autumn 2022
Chair of LGB electronic signature	P Porter
Headteacher electronic signature	R Arnold

1   BACKGROUND:
The policy is based on statutory requirements and Department for Education (DfE)/Qualifications Curriculum and Development Authority (QCDA) guidance, including:

- 1996 Education Act
- 1999 Sex Education Forum
- 2000 DFEE Sex & Relationships Education Guidance
- 2002 OFSTED Sex & Relationships Guidance
- 2016 House of Commons sex and Relationships Education in schools briefing paper
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- The policy uses a model provided by Norfolk Local Authority

Policy statement
Relationship and Sex Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. (The Sex Education Forum 1999)

Other related policies include: Personal, Social and Health Education (PSHE) Schemes of Work, Anti-Bullying Policy, Drug Education Policy, Safeguarding Policy and Equalities Policies.

2   AIMS OF POLICY:
This policy is intended to provide a clear framework for the values and ethos of our RSE curriculum and its delivery. The RSE curriculum at Framingham Earl aims to provide opportunities for students to develop knowledge and confidence in their lifestyle choices and enable them to build healthy relationships built on trust and respect. At Framingham Earl we aim to offer students the chance to discuss, listen and think about RSE in a safe and non-judgemental environment. We are committed to ensuring our young people are encouraged to enjoy healthy and safe relationships based upon equality and mutual respect. This is a working document which provides guidance and information on all aspects of the effective and appropriate delivery of RSE in the School for students, staff, parents/carers and governors.

The Policy is readily and easily accessible to all the above groups by:
i)   being available in hard copy;
ii) being published on the School's website and on Sharepoint; and iii) presented in a way that is easy to understand.

3   MORAL FRAMEWORK FOR THE POLICY:
The RSE programme at Framingham Earl High School reflects the school ethos in ensuring that all students have the opportunity to develop knowledge and confidence in their relationships and lifestyle choices and demonstrates and encourages the following moral values:
- respect for self and others
- responsibility for one's own actions
- responsibility for family, friends, school and wider community
- recognition of the diverse society we live in, and of the diverse family groups in which we live
- recognition of different attitudes towards sex and relationships in different cultures and religions

The School believes that an effective RSE Policy and scheme of work will make a vital contribution to young people's lives, improving the quality of their relationships, enabling them to value the importance of respectful communication and consent as they build these relationships. Through our RSE curriculum we aim to improve the emotional wellbeing and mental health of our young people by equipping them with the skills to develop nurturing and

supportive relationships which ensure they feel connected and close to family, friends and romantic partners.

The School is careful to avoid stating or implying that any one kind of relationship or code of sexual conduct is morally correct or superior. However, we do make clear that healthy intimate relationships whether short or long-term should be built on respect, equality and honesty.

4   EQUAL OPPORTUNITIES:
The School is committed to the provision of RSE for all its students. The programme of study aims to respond to the diversity of students' cultures, faiths and family backgrounds. Equal time and provision are allocated to all groups regardless of ability. There may be occasions when students with Special Educational Needs or Disabilities (SEND) are offered extra support to discuss their understanding, for example, by Learning Support Assistants. Learning will be personalised for those students based upon their developmental stage rather than age, terminology used will remain consistent to aid understanding, and teachers will regularly check-in verbally with students with learning difficulties to assess their understanding, recognising that they may be at greater risk of coercive relationships and exploitation.

5   CURRICULUM CONTENT and PEDAGOGY:
RSE is delivered in a variety of lessons, but specifically as part of the PSHE programme of study. Here it is delivered as a series of discrete 'Relationships' modules within a spiral curriculum with the key themes of communication, building connections, safety and consent re-visited each year. RSE is also delivered through Knowledge Building Days and taught by the same team of knowledgeable and skilled staff, and taught through presentations from the Norfolk Police Safer Schools Partnership.

The content taught uses the Statutory 2020 guidance as a minimum requirement, and reflects consultation with parents, guardians and carers as well as students that in extension to the baseline 'Intimate Sexual Relationships and Sexual Health' content, students should also understand more than the risks of sexual activity, but which factors may be considered to contribute to a fulfilling and enjoyable sexual relationship. There should not be a focus on 'what could go wrong' in our relationships but of 'what should go right.'

Staff use a wide variety of active learning and discussion techniques to encourage careful exploration of sensitive issues. Ground rules for open discussion are set with the classes. Opportunities are given for students to raise questions in a supportive environment. The School recognises that RSE permeates the whole curriculum and that this policy, and the values it represents, are reflected through the teaching in all areas. The School takes seriously the need for good training for teachers to ensure they feel competent and expert.

We will hold an annual consultation each year inviting parents, guardians and carers to discuss the delivery of our curriculum and to ascertain in which year group each topic of study is most appropriate. We also use Parent Mail to write to parents, guardians and carers to make them aware of the topics of study each term so that they are aware if this could be emotive for the young person.

Topics covered (either in taught PSHE lessons, in Knowledge Building Days, or presentations from the Norfolk Police Safer Schools Partnership) are included in Appendix 1.

Detailed schemes of work are available on request.

Topics covered in each year group and the resources used in the modules also reflects the consultation process with students and their parents and carers alike. Age, ability and cultural backgrounds of the students were taken into account when deciding on the resources used. The range of materials can be viewed on request.

6   ORGANISATION:

Aspects of RSE are firmly embedded in a number of curriculum areas in addition to PSHE notably in Philosophy and Ethics, Citizenship, Science and Computing.

RSE is normally delivered by qualified teachers in mixed attainment and mixed gender groups. Occasionally it is considered appropriate to deliver some topics in single gender groups. Where a student identifies as gender non-binary, a conversation is encouraged with the Director of PSHE to ensure inclusivity and personalisation.

At times, appropriate, experienced and knowledgeable visitors may be invited to contribute to the delivery of RSE. The School has a code of practice when using visitors in this way.
- Visitors will be invited because of the expertise they are able to offer.
- All visitors will be made familiar with the School's RSE and confidentiality protocols and will work within them.
- All inputs to RSE and other PSHE lessons will be part of planned programmes and will be negotiated with and agreed by the Director of PSHE in advance.
- All visitors will be supervised and supported by a member of staff at all times.
- The input of visitors will be monitored and evaluated by staff and students. These evaluations will inform future planning.

Liaison procedures already in place with the main feeder schools will be used to ensure coherence and continuity of provision of RSE from Key Stage 2 to Key Stage 3.

The School believes in the importance of training staff delivering RSE. Staff are therefore given access to appropriate training and support.

The quality of RSE education is monitored by the Subject Director through learning walks, work scrutiny and discussion with students and staff. Written student evaluations are also used to analyse the effectiveness of Knowledge Building Days and to find out the topics about which students wish to gain further understanding.

7.   **SPECIFIC ISSUES WITHIN RSE**
- **Withdrawal from the RSE curriculum**

  Parents/carers have the right to withdraw their children from all or part of the 'Intimate Relationships and Sexual Health' section of the RSE curriculum provided at school, except for those parts included in other National Curriculum areas eg. science. Those parents/carers wishing to exercise this right are invited in to see the Headteacher and Director of PSHE who will explore any concerns and discuss the impact that withdrawal may have on the child. Parents do not have the right to withdraw from Relationships education including the sections of the RSE curriculum which teaches about diversity within human relationships as well as how to stay safe.

  Three terms before the student turns 16 years old, they are legally able to make their own decision as to whether they receive the 'Intimate Relationships and Sexual Health' elements of their RSE education which parents may have previously withdrawn them from. The School will make arrangements to provide the student with this during one of those terms and a parental request of withdrawal will not be granted.

- **Confidentiality**

  As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he refers concerns to the Designated Safeguarding Lead using the School's safeguarding procedures and in line with the Safeguarding Policy. In the majority of cases the school will share

information with parents unless, in the opinion of the School, this is deemed to potentially compromise the safety and/or welfare of the young person. In such cases the Designated Safeguarding Lead will take appropriate action to safeguard the student.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported throughout the process.

- **Disclosures**
  If a member of staff learns that a student under the age of 16 is sexually active or contemplating sexual activity the school will ensure that:
    o the young person is encouraged to talk to their parent / carer or adult they trust.
    o safeguarding issues are addressed in line with the Safeguarding Policy. o the young person receives adequate support and education.
    o All disclosures will be recorded on My Concern
    o the Designated Safeguarding Lead will monitor the frequency of cases when they handle information without parental knowledge.

- **Sensitive issues**
  Staff are aware that views around RSE related issues are varied however while personal views are respected all RSE issues are taught without bias. Issues are presented using a variety of views and beliefs so that students are able to develop their own informed opinions but also respect that others may have different opinions. We use distancing techniques focusing on case studies to minimise any triggering element which may be sensitive for the young person.

- **Dealing with Questions**
  Ground rules are established with students at the start of RSE lessons. Both formal and informal student's questions will be answered according to the age and maturity of the students concerned. The School believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they have any concerns.

- **Gender Identity and Sexual Orientation**
  The School believes that RSE should meet the needs of all students regardless of their developing sexual orientation or gender identity. It should enable honest and sensitive exploration of issues of sexual orientation and teachers should answer appropriate questions and offer support. Homophobic, transphobic, bi-phobic bullying and issues of gender non-conformity harassment are dealt with strongly yet sensitively and are monitored and reported to Governors. The School liaises with parents on this issue to reassure them of the content and context.

8. **DISSEMINATION:**
   The policy will be available via the School's website to staff, governors, parents/carers and students.   Policy content and procedures will become part of future Staff Continuous Professional Development training. Copies will be available from the School on request.

   Parents/carers, staff and students will be invited to provide feedback as part of the review process of the policy, which will take place every two years. RSE lessons are observed as part of the annual cycle of school curriculum areas. Teachers are encouraged to share and observe practice. The Subject Director of PSHE will attend Parent Forum regularly to gain feedback on RSE issues.

APPENDIX 1: REQUEST TO WITHDRAW FROM SEX EDUCATION FORM

REQUEST TO WITHDRAW FROM SEX EDUCATION

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

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

APPENDIX 2: OVERVIEW OF STATUTORY RSE CONTENT FROM 2020

TOPIC	BY THE END OF SECONDARY PUPILS SHOULD KNOW
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 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 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 relationship is unsafe (and to recognise this in others' relationships); and, 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 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

TOPIC	BY THE END OF SECONDARY PUPILS SHOULD KNOW
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 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
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 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	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 3: OVERVIEW OF RSE CONTENT AT FRAMINGHAM EARL HIGH SCHOOL

WITHIN THE PSHE CURRICULUM				
Y7	**Y8**	**Y9**	**Y10**	**Y11**
Understanding what positive communication looks like in our families and friendships and how to make new friends	Exploring the features of a good romantic partner and a good relationship-considering the factors we value in intimate relationships	Exploring what intimacy is, how to recognise it within a relationship, and how intimacy can still be present whilst delaying sex	Understanding of the parts of the body linked with sexual enjoyment-considering that sexual enjoyment is about much more than the physical body, importance of mind-body connection	Understanding of pregnancy and positive birthing-Development for Mum and Baby, staying healthy in pregnancy, birthing choices
Learning how to manage fall-outs and resolve conflicts	Considering whether romantic relationships are more important than other relationships and why some people may feel pressured to be in a romantic relationship	Considering the risks of mixing sex with alcohol and drugs, and law regarding consent	Exploring decisions and choices in unplanned pregnancy and knowing where to access support	Understanding reproductive health-impact of infertility and miscarriage
Exploring different families and how to manage separation and divorce	Exploring how to communicate effectively in relationships, what consent looks like, and how to avoid pressure to start a sexual relationship	Where to access sexual health screening and recognising signs and symptoms of STIs	Exploring the factors which can lead to a positive or negative sexual experience-thinking about what constitutes a safe environment as well as what consent looks like	Positive Parenting-responsibilities and equality in parenting relationships
Considering the impact of bullying and how to seek support	Understanding gender identities and sexual preferences-feeling safe to express these and process of 'coming out' as well as challenging stereotypes and normative language	Learning how to use a condom effectively as well as the importance of negotiating their use	Recognising abusive relationships and signs of coercive control, grooming and harrassment	Sexual health screening-how to access, how it can prevent transmission of STIs, as well as understanding of anti-retroviral treatments eg. HIV
Understanding changes in puberty and busting misconceptions around relationships and sex; awareness of function of sexual organs, recognition that masturbation is not a shameful	Considering the risks of sexting and sending graphic content, as well as how to stay safe online	Understanding the range of contraceptive options and how to access support with unplanned pregnancy	Exploring ethical dilemmas in our relationships and how to respond to issues of infidelity, jealousy and commitment as well as ending relationships	Effects of pornography-expectations of relationships and sex, risks of sharing images and understanding of the law

activity and is a healthy way to delay sexual intimacy with others. Understanding Female Genital Mutilation and how to seek support				
Understanding menstruation and its role in the reproductive cycle; encouraging period positivity.				

OUTSIDE OF THE PSHE CURRICULUM

In Philosophy and Ethics; Students study a unit in Y9 asking 'Is marriage still relevant?' exploring reasons that people choose to get married from a religious and secular perspective, considering when might be the right time to get married, alternatives to marriage eg. cohabitation and civil partnerships, understanding of assisted marriage and difference to forced marriage

In Computing; In Year 7 students learn how to be safe online and in Year 8, they learn about online security and how information is generated, shared and collected online

In Science;

In Safer Schools Partnerships Assemblies; We work closely with the Norfolk SSP and all students received an annual assembly on the following topics;

Y7- E-Safety and CEOP

Y8- Risks of sharing and storing sexual images and how to seek support

Y9- Online grooming, sexual exploitation and how to respond to online harrassment

Y10- Coercive control and domestic abuse