



# **The Complete Works Policies**

## **Relationships and Sex Education Policy**

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## **1. Purpose**

The purpose of this policy is to reinforce The Complete Works's approach to Relationships and Sex Education (RSE). We define 'relationships and sex education' as learning about physical, moral and emotional development that students need in order to understand their own and others' sexuality.

Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

We believe it is important to address this area of the curriculum because students have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. The programme contributes to protecting children and young people by addressing national and local health priorities. The programme also acts to protect children and young people from concerns raised through the pastoral system in school.

We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities by tailoring our curriculum to each individual student and their needs.

We ensure RSE fosters gender equality and LGBT+ equality and challenges all forms of discrimination in RSE lessons and everyday life.

The aims and objectives of our RSE programme, as part of the PSHE education curriculum, is vital to the development of the young people in our school. The planned programmes are designed to help them deal with the difficult moral, social and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. Effective RSE is a key component in our approach to safeguarding our students through the curriculum.

## **2. Definition**

- Within this policy, 'the school' is known as The Complete Works
- 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.
- RSE is not about the promotion of sexual activity.



### **3. Policy links**

This policy supports/complements the following policies:

- PSHE Education Policy
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy

### **4. Roles and responsibilities**

The RSE programme will be led by the PSHE Subject Lead and supported by the Designated Safeguarding Lead and Senior Leadership Team.

It will be taught by all school teaching staff who will receive RSE training regularly in order to support their students effectively.

### **5. Legislation**

Revised Department for Education statutory guidance states that from September 2020 **all** schools must deliver relationships education (to primary school students) and relationships and sex education (to secondary school students)

Therefore, we will be delivering Relationships and Sex Education as part of PSHE and Biology lessons to all students, as well as incorporating the discussion and practice of healthy, respectful and positive relationships into all areas of the curriculum.

### **6. Policy Development**

Any new consultation and policy development process for this policy will involve the following steps:

1. Review – The PSHE Lead and Head of Curriculum will gather all relevant information including relevant national and local guidance
2. Staff consultation - all staff have the opportunity to look at the policy and make recommendations
3. Parent/Carer Survey - Parents/Carers are invited to look at the policy and make suggestions
4. Pupil consultation – we endeavour to discover what exactly students want from their RSE
5. Ratification – once amendments are made, the policy is shared with relevant staff and ratified

### **7. Curriculum Design and Intended Learning Outcomes**

Through the RSE Curriculum at **Key Stage 1 and 2**, we aim for students to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values



- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where and how to seek information and advice when they need help

### **By the end of Key Stage 3**

#### **Students will be able to:**

- Manage changing relationships
- Identify 'toxic friendships'
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop empathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stage of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively

#### **Students will know and understand:**

- That fertilisation in humans is the fusion of the male and female cell
- The physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and the replication of viruses can affect health
- How the media influences understanding and attitudes towards sexual health



- How good relationships can promote mental wellbeing
- The law relating to sexual behaviour of young people
- A range of sources of advice and support
- About when and where to get help, such as genito-urinary medicine clinics

**Students will have considered:**

- The benefits of sexual behaviour within a committed relationship
- How self-concept affects their self-confidence and behaviour
- The importance of respecting differences in relation to gender and sexuality
- How it feels to be different and be discriminated against
- Issues such as the costs of early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibilities mean in relationships

**By the end of Key Stage 4**

**Students will be able to:**

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about the pattern of their lifestyle which promote wellbeing
- Have the confidence to assert themselves and challenge offending behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work cooperatively with a range of people who are different from themselves
- Recognise attributes of positive and negative relationships

**Students will know and understand:**

- The way in which hormonal control occurs, including the effects of the sex hormones
- Some medical uses of hormones including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans
- How HIV and other sexually transmitted infections affect the body
- The risks of early sexual activity and the link with the use of alcohol
- The link between eating disorders and self-image and sexual identity
- How different forms of contraception work and where to get advice
- The role of statutory and voluntary organisations
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by their personal values, those of their family and of society
- How to respond appropriately within a range of social relationships



- The qualities of good parenting and its value to family life
- How to access the statutory and voluntary agencies which support relationships in crisis
- The benefits of marriage or a stable partnership in bringing up children
- The consequences of forced marriage and the law on forced marriage
- The way different forms of relationship including marriage depend for their success on maturity and commitment

**Students will have considered:**

- Their developing sense of sexual identity and feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion, contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- The consequences of close relationships, including having children and how this will create family ties which impact on their lives and those of others.

**Note some of these outcomes will be achieved through the Science curriculum.**

The programmes are led by the Subject Lead for PSHE. They are taught by staff who have all received training in RSE. At times, these lessons will be supported by external agencies. Controversial topics will be covered with sensitivity and respect for all viewpoints. The programme is not aimed to tell what is right and wrong but to take into account different perspectives and provide students with the information to make their own decisions.

**8. Assessment**

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme. Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and set personal goals and agree strategies to reach them. This process of reflective assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways. We will assess students' learning through; in class question and answer, discussion, group work, peer assessment, self assessment and marking.

**9. Inclusion and differentiation**

Our RSE programmes recognise that young people will bring prior learning and real life experiences to their learning. Our programmes respect and build on these, providing programmes that reflect both the universal and unique needs of our students. In this way, the programmes recognise and respect students' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation,



gender identity, faith or culture of their immediate family, close friends and wider community in line with our SMSC and British Values policies.

#### **10. Students with additional educational needs**

As far as is appropriate, young people with special educational needs follow the same RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Young people with SEN will be supported by their one to one teacher in order to access the lesson content. It is the school's policy not to withdraw young people with special educational needs from RSE to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

#### **11. Parents and carers involvement**

We are committed to working with parents and carers. Parents and carers are invited to contact the school directly with any queries or concerns. The resources used are also available on request.

Statutory guidance for RSE came into effect in March 2020. It states that:

- Parents/carers will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents/carers will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'

#### **12. How will we ensure that our equalities obligations are fulfilled?**

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude. Teaching pedagogy will take into account the ability, age, readiness and cultural backgrounds of the young people to ensure that all can access the full RSE provision. We promote social learning and expect our students to show a high regard for the needs of others. RSE is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

In Key Stage 1 and 2, RSE will be taught on a one to one basis by the student's teacher in the home or in a library. The planning and delivery of RSE is monitored by Senior Leaders in the school. Every young person in Key Stages 3 and 4 has access to the full RSE provision, through their timetabled PSHE education lessons. We will review this policy every year or in light of guidance from the DfE, Ofsted and PSHE Association.

#### **13. Teaching methodologies**

The RSE programme will be taught through a range of teaching methods, such as:





- Working together/team workers
- Establishment of ground rules
- Role Play
- Information gathering and sharing
- Teacher led discussion/Paired Work
- Problem solving
- The use of Empathy and Sympathy-evaluation
- Working with feelings and imagination
- Reflection, review and evaluation
- Circle Time
- School Council

Our programme recognises that young people will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students. We will ensure that all RSE sessions remain positive in tone by setting clear expectations at the beginning of the year and reinforcing them at the start of each topic. Behaviour will also be managed according to the school Behaviour Policy. We will ensure cross-curricular learning by keeping an up-to-date overview of whole school deliveries and liaising with both senior curriculum and senior pastoral teams. Working closely with key subjects to ensure cross-curricular learning is explicit. Learning about relationships and sex in PSHE classes will complement learning in Science (primarily Biology).

#### **14. Students' questions**

Students' questions will be answered by teachers honestly but not referring to personal experience. Answers will endeavour to reflect different sides of an argument if the topic is one of debate. Staff are to provide information and guidance but not instruction. Students who have been withdrawn from RSE lessons may still ask questions to staff. These questions will be answered with the same guidance as above.

Although students will be encouraged to speak with their parents/carers regarding the conversation, they will not be made to. We will allow students to raise anonymous questions by having scheduled lessons in which students may write anonymous questions and drop them into a box. These questions will be answered during lesson time. However, students are also encouraged to speak with their teacher discreetly after the lesson if they wish, and teachers will make it clear that this opportunity is available for all students. In SRE training sessions, we will remind teachers that they all should provide opportunities for students to raise SRE questions discreetly, and any concerns about this will be addressed by the Teaching and Learning and/or Welfare teams.

If a student discloses information which is of concern with regards to child protection, the procedure outlined in the Safeguarding policy will take place. Dialogue between the RSE team and pastoral staff will ensure that any students who are thought to be 'at risk' are supported through sensitive



discussion of topics. students are also able to take a timeout if a topic is in any way distressing for them. They will not be made to discuss this, rather they will be offered support if wanted.