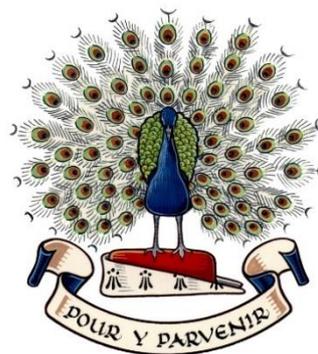


# LADY MANNERS SCHOOL

## RELATIONSHIPS AND SEX EDUCATION

### POLICY



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## AIMS STATEMENT

At Lady Manners School we strive to attain the highest standards in our work, have respect for others and develop our individual talents.

### 1. AIMS

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

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them 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

### 2. 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 Lady Manners School, we teach RSE as set out in this policy.

### 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.

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 Development curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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 Board of Governors**

The Board of Governors will approve the RSE policy, and hold the headteacher to account for its implementation.

The Board of Governors will hold the headteacher to account for the implementation of this policy.

The Board of Governors has delegated the approval of this policy to the Curriculum and Students 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/non-science components of RSE (see section 8).

### **6.3 Staff**

Staff are responsible for:

- 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.

### **6.4 Student**

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

## **7. PARENTS' RIGHTS TO WITHDRAW**

Parents have the right to withdraw their child 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. A copy of the email sent to parents is in **Appendix 3**.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

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

Alternative work will be given to students who are withdrawn from sex education.

Appendix 1

Theme	Year 7 pupils have the opportunity to learn	Year 8 pupils have the opportunity to learn	Year 9 pupils have the opportunity to learn	Year 10 pupils have the opportunity to learn	Year 11 pupils have the opportunity to learn
<b>Families</b>	<ul style="list-style-type: none"> <li>✓ the role of families in bringing up children (RE2)</li> <li>✓ about trust and how we recognise this in our relationships (RE7)</li> <li>✓ who can help if we are worried about family, friend or other relationships (RE7)</li> </ul>	<ul style="list-style-type: none"> <li>✓ about commitment in relationships and the different ways that people may show this (RE1)</li> <li>✓ why marriage is an important choice for many couples (RE4)</li> <li>✓ about marriage and civil partnership celebrations in different faiths and cultures (RE3)</li> <li>✓ the different roles and responsibilities within families, and how this may change during adolescence (RE6, RE9)</li> </ul>	<ul style="list-style-type: none"> <li>✓ the characteristics of successful parenting (RE6)</li> <li>✓ about the challenges associated with being a teenage parent (RE6)</li> <li>✓ legal status around different types of commitment, e.g. cohabiting, civil partnership, marriage (RE1, RE3)</li> <li>✓ about sources of support for those in unsafe relationships or situations and how to access them (RE7)</li> </ul>	<ul style="list-style-type: none"> <li>✓ about forced marriage laws, impact and support (RE4, RE24)</li> </ul>	<ul style="list-style-type: none"> <li>✓ about the range of organisations that support people experiencing relationship difficulties and how to access them (RE7, RE9)</li> <li>✓ being a parent, roles and responsibilities (RE6) about the benefits of breastfeeding (RE6)</li> <li>✓ the importance for families of managing money effectively and budgeting (RE6)</li> </ul>
<b>Online and media</b>	<ul style="list-style-type: none"> <li>✓ laws around sharing of indecent images (RE17, RE18, RE19, RE22)</li> </ul>	<ul style="list-style-type: none"> <li>✓ laws around accessing pornography and sharing of sexual images (RE17,</li> </ul>	<ul style="list-style-type: none"> <li>✓ about how pornography presents a distorted picture of sexual behaviours (RE21)</li> </ul>	<ul style="list-style-type: none"> <li>✓ how pornography shows an unreal representation of sex and the impact that watching it</li> </ul>	<ul style="list-style-type: none"> <li>✓ about useful apps and websites that support revision (HE16)</li> </ul>

Theme	Year 7 pupils have the opportunity to learn	Year 8 pupils have the opportunity to learn	Year 9 pupils have the opportunity to learn	Year 10 pupils have the opportunity to learn	Year 11 pupils have the opportunity to learn
	<ul style="list-style-type: none"> <li>✓ when to seek help for issues online and how to report material (RE18) about the age restrictions on some sites and why these are in place (RE16)</li> <li>✓ about how information is generated, collected and shared online (RE23) where to access trustworthy information online (RE7)</li> </ul>	<ul style="list-style-type: none"> <li>RE18, RE20, RE21, RE22)</li> <li>✓ about radicalisation, how to recognise the signs and seek support (RE17, RE19, RE20)</li> </ul>	<ul style="list-style-type: none"> <li>✓ the potential impact of viewing harmful content online, including on mental health (RE20)</li> </ul>	<ul style="list-style-type: none"> <li>may have on expectations in relationships (RE21)</li> <li>✓ ‘Cat-fishing’ and fake identities online (RE16, RE17, RE19)</li> </ul>	
<p><b>Intimate and sexual relationships incl. sexual health</b></p> <p>Parents are able to withdraw from sex education elements up until 3 terms before a child’s 16th birthday</p>	<ul style="list-style-type: none"> <li>✓ about human reproduction, pregnancy, and the ways that families can be made* (RE28)</li> <li>✓ about reasons why people choose to have sex in</li> </ul>	<ul style="list-style-type: none"> <li>✓ the characteristics of healthy intimate relationships* (RE26)</li> <li>✓ about choices people make around sex, including delaying sex or enjoying intimacy</li> </ul>	<ul style="list-style-type: none"> <li>✓ how to recognise the characteristics of a healthy intimate relationship* (RE26) impact of alcohol use on decision-making around sex</li> </ul>	<ul style="list-style-type: none"> <li>✓ about choices around pregnancy, including keeping the baby, adoption, abortion and where to get further help (RE33)</li> <li>✓ about HIV transmission,</li> </ul>	<ul style="list-style-type: none"> <li>✓ facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women (RE27, RE28)</li> </ul>

Theme	Year 7 pupils have the opportunity to learn	Year 8 pupils have the opportunity to learn	Year 9 pupils have the opportunity to learn	Year 10 pupils have the opportunity to learn	Year 11 pupils have the opportunity to learn
where a child can opt-in. Those elements marked with an asterix in the table below may be considered sex education and therefore eligible for parental withdrawal.	<ul style="list-style-type: none"> <li>relation-ships, in the context of relevant laws* (RE27, RE30)</li> <li>✓ awareness that there are methods of contraception that prevent pregnancy and STIs* (RE31)</li> <li>✓ awareness that there are a range of choices for someone who is pregnant, including keeping the baby, adoption or abortion (RE33)</li> </ul>	<ul style="list-style-type: none"> <li>without sex* (RE30)</li> <li>✓ basic facts about some different methods of contraception* (RE31)</li> <li>✓ know how condoms are used and where they can be accessed* (RE31, RE37)</li> <li>✓ basic information about STIs (how they are transmitted and where they can be treated)* (RE27, RE34, RE35)</li> </ul>	<ul style="list-style-type: none"> <li>(including capacity to consent)* (RE14, RE24, RE36)</li> <li>✓ about Sexually Transmitted Infections, prevalence and treatment* (RE34, RE35, RE37)</li> <li>✓ the range of contraceptive options and how these are accessed* (RE31, RE37)</li> </ul>	<ul style="list-style-type: none"> <li>prevalence, treatment and living with the illness (RE34, RE35, HE19)</li> <li>✓ Strategies for identifying, managing and resisting sexual pressure (RE29, RE30)</li> <li>✓ Skills for discussing contraception with a partner (RE26, RE31)</li> </ul>	<ul style="list-style-type: none"> <li>✓ about the impact of drug, alcohol and substance use on choices around sex (RE36, HE13)</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>✓ how to identify harmful behaviours online and how to report or find support if they have been affected (HE8)</li> <li>✓ how advertising is targeted at people online and in the media (HE7)</li> <li>✓ managing time spent online (HE8)</li> </ul>	<ul style="list-style-type: none"> <li>✓ the impact of unhealthy or obsessive comparison with others online, including around expectations for body image (HE7)</li> <li>✓ the impact of trolling and who can help (HE8)</li> </ul>	<ul style="list-style-type: none"> <li>✓ how social media can impact on wellbeing, and sources of support (HE8)</li> </ul>	<ul style="list-style-type: none"> <li>✓ laws and risks around online gambling, including the accumulation of debt (HE7)</li> </ul>	<ul style="list-style-type: none"> <li>✓ about how the media and internet often show unrealistic images of people and bodies (HE7)</li> <li>✓ how to critically analyse images and information they receive online (HE7)</li> </ul>

Theme	Year 7 pupils have the opportunity to learn	Year 8 pupils have the opportunity to learn	Year 9 pupils have the opportunity to learn	Year 10 pupils have the opportunity to learn	Year 11 pupils have the opportunity to learn
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>✓ about what makes a healthy lifestyle, including making healthy food choices, rest and physical activity (HE10)</li> </ul>	<ul style="list-style-type: none"> <li>✓ about the different types of physical activity and their impact on the body (HE9, HE10)</li> </ul>	<ul style="list-style-type: none"> <li>✓ the benefits of physical activity on mental wellbeing (HE5, HE9)</li> </ul>	<ul style="list-style-type: none"> <li>✓ about the science relating to blood, organ and stem cell donation (HE11)</li> <li>✓ how physical activity impacts on emotional wellbeing (HE9, HE5, HE6)</li> </ul>	<ul style="list-style-type: none"> <li>✓ about cancer and prevention (HE10, HE21)</li> <li>✓ how to become a blood donor and the benefits for all (HE6, HE11)</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>✓ about the Eatwell plate and recommended guidelines around healthy eating (HE12)</li> <li>✓ how choices around food can contribute to keeping teeth healthy (HE12)</li> <li>✓ how different food choices impact on the body (HE12, HE20)</li> </ul>	<ul style="list-style-type: none"> <li>✓ the range of influences that might impact food choices (including media, peers, cost, etc.) (HE12)</li> </ul>	<ul style="list-style-type: none"> <li>✓ how to analyse the nutritional benefits of foods and assess the benefits and risks of particular eating plans (e.g. ‘fad’ diets) (HE12)</li> </ul>	<ul style="list-style-type: none"> <li>✓ how to plan healthy meals (HE12)</li> <li>✓ about food hygiene rules and why they are important (HE12)</li> </ul>	<ul style="list-style-type: none"> <li>✓ about food hygiene rules and why they are important (HE12)</li> </ul>

Theme	Year 7 pupils have the opportunity to learn	Year 8 pupils have the opportunity to learn	Year 9 pupils have the opportunity to learn	Year 10 pupils have the opportunity to learn	Year 11 pupils have the opportunity to learn
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>✓ the facts about the harms from smoking tobacco, the benefits of quitting and how to access support to do so (HE18)</li> <li>✓ why people use drugs and what the risks might be</li> <li>✓ about the safe use of prescription medication, including antibiotics (HE17, HE19)</li> </ul>	<ul style="list-style-type: none"> <li>✓ about different legal classifications of drugs and penalties for possession and supply, including school rules about drugs (HE14)</li> <li>✓ the facts about legal and illegal drugs and the risks associated with them (HE13)</li> <li>✓ the risks of dependency and addiction (HE16)</li> </ul>	<ul style="list-style-type: none"> <li>✓ how drugs can impact on mental health (HE5, HE13)</li> <li>✓ how alcohol impacts on decision-making and risk taking (HE13, RE36)</li> <li>✓ about county-lines and the impact on individuals (HE13, HE14)</li> </ul>	<ul style="list-style-type: none"> <li>✓ about dependency and addiction and the services that can support people experiencing these (HE16)</li> <li>✓ the long-term health risks associated with smoking and second-hand smoke (HE18)</li> <li>✓ the different ways that people can use to give up smoking and where these are accessed (HE18)</li> </ul>	<ul style="list-style-type: none"> <li>✓ the impact of drug and substance misuse on individuals, families and communities (HE13)</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>✓ how to maintain good oral hygiene, including dental flossing, healthy eating and regular check-ups at the dentist (HE12, HE20)</li> </ul>	<ul style="list-style-type: none"> <li>✓ facts and science about immunisation and vaccination, including HPV vaccine (HE22)</li> </ul>	N/A	<ul style="list-style-type: none"> <li>✓ the importance of sleep for mental and physical well-being (HE23)</li> <li>✓ about how phone, internet use and social networking may impact on sleep quality (HE5, HE23)</li> <li>✓ about self-examination and when to seek help</li> </ul>	<ul style="list-style-type: none"> <li>✓ how to develop and follow a healthy sleep routine, particularly around revision and exams (HE23)</li> <li>✓ about what supports healthy sleep (HE23)</li> </ul>

Theme	Year 7 pupils have the opportunity to learn	Year 8 pupils have the opportunity to learn	Year 9 pupils have the opportunity to learn	Year 10 pupils have the opportunity to learn	Year 11 pupils have the opportunity to learn
				from a professional about changes to their body (HE21) ✓ about antibiotics, how they treat infections and dangers of over-use and misuse (HE19)	
<b>Basic first aid</b>	✓ when and how to seek further help for someone who is injured (HE24)	✓ when and how to administer CPR (HE25) ✓ the purpose of defibrillators and when one might be needed (HE26) ✓ how to treat common injuries (HE24)	✓ how to put someone in the recovery position and to recognise when this is needed (HE24)	✓ the skills to administer CPR and a defibrillator (HE25, HE26)	N/A
<b>Changing adolescent body</b>	✓ how to manage periods effectively in and out of school (HE27) ✓ how to manage the physical and emotional changes of puberty (HE28) ✓ how to maintain personal hygiene (HE19, HE28)	✓ how to manage periods effectively, including when to seek additional help (HE27)	N/A	N/A	N/A

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<b>Theme</b>	<b>Year 7 pupils have the opportunity to learn</b>	<b>Year 8 pupils have the opportunity to learn</b>	<b>Year 9 pupils have the opportunity to learn</b>	<b>Year 10 pupils have the opportunity to learn</b>	<b>Year 11 pupils have the opportunity to learn</b>

## By the end of secondary school pupils should know

TOPIC	PUPILS 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>

TOPIC	PUPILS 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>

TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</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>

## **WITHDRAWAL FROM SEX EDUCATION WITHIN RSE**

Dear Parents and Carers

### **Term 5 Y9 Relationship, Sex and Health Education (RSHE) unit of work**

As part of our school's wider Personal Development programme, your child will soon receive lessons on relationships, sexual health and personal safety.

The purpose of the RSHE curriculum is to provide knowledge and understanding of safe and healthy relationships based on respect. This is to encourage the development of safe and healthy relationships throughout life. The lessons are designed to help children build positive and safe relationships.

Students will be taught the following RSHE statutory themes over the 6 week term:

- how to recognise the characteristics of a healthy intimate relationship
- impact of alcohol use on decision-making around sex (including capacity to consent)
- about Sexually Transmitted Infections, prevalence and treatment
- the range of contraceptive options and how these are accessed

The emphasis will be on safe and healthy relationships, whilst providing students with the knowledge and skills they require to recognise these features. Students will be taught about what is healthy, normal and safe. The curriculum covers STIs and contraception and how to be aware of unhealthy negative relationships including coercion, pressures faced by young people, online grooming, cat fishing etc.

Whilst this subject matter is statutory, as a parent or guardian, you do have a right to withdraw your child from sex education delivered as part of RSHE in secondary schools, unless there are exceptional circumstances. Upon request, permission to withdraw individual students may be granted until three terms before your child turns 16. At this point, if the child wishes to receive sex education, rather than be withdrawn, the school will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

If you have any concerns regarding your child's participation in these forthcoming lessons please do not hesitate to contact the school via [info@ladymanners.derbyshire.sch.uk](mailto:info@ladymanners.derbyshire.sch.uk).