



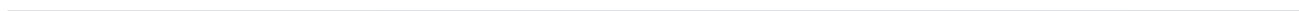
<b>Category</b>	Curriculum				
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#### Related Policies & Procedures

Document
Safeguarding
Behavior Support

## Contents

1. Aims .....	3
2. Statutory requirements .....	3
3. Procedure development .....	3
4. Definition .....	3
5. Curriculum .....	4
6. Delivery of RSE .....	4
7. Roles and responsibilities .....	5
8. Parents' right to withdraw .....	6
9. Training .....	6
10. Monitoring arrangements.....	6
Appendix 1: Curriculum map .....	7
Appendix 2: By the end of primary school pupils should know .....	9
Appendix 2: By the end of secondary school pupils should know .....	11
Appendix 3: Parent form: withdrawal from sex education within RSE .....	14



## 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 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
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Support pupils and students with communication needs to be prepared and safe when entering into any type of relationship with others

## 2. Statutory requirements

As a special academy we must provide relationships education to all pupils aged 7-11 as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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 St Dominic's School we teach RSE as set out in this procedure.

## 3. Procedure development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the procedure and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a focus groups about the RSE curriculum at St Dominic's School and share their opinions. Parents and stakeholders were given the opportunity to give feedback on the procedure.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the procedure was shared with governors and ratified

## 4. 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.

## 5. 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, pupils and staff, taking into account 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. Our RSE Education may be delivered at differing times if the needs of the pupils mean that they are not developmentally ready for such information. SDS will ensure that all pupils have the correct information to stay safe but do not feel overwhelmed.

St Dominic's School has ensured that all of the required content from the latest DfE advice regarding Relationships and Sex Education is included in the PSHE and Needs Led Curriculum. We have also consulted with families and updated the RSE policy. In light of the media coverage around concerns regarding sexualised behaviour amongst pupils (e.g. Everyone's Invited), we have also made additions to our Student-Facing Complaints and Concerns procedure, to ensure there is clear guidance for pupils to follow. We have signed up to 'Toot, Toot' and are in the process of launching this with pupils. This is a secure, web-based platform where pupils can log their safeguarding concerns and worries, for the attention of the safeguarding team.

R&S Education will focus on the following at the different Key Stages:

Key Stage 2	Key Stage 3	Key Stage 4 & 5
Personal Hygiene Learning how to keep our bodies safe Feeling and emotions in relationships Introduction to Relationships and Sex Education (AQA) Identity	Puberty and Hygiene Friendships and Conflict Personal Safety and Welfare (including online behaviour) Fitness Puberty Reproduction and Contraception Consent and body safety Relationships – including LGBTQ and what makes a family	Equality and Diversity (revisit family groups) Consent Safe Sex Sexually Transmitted Infections LGBTQ rights

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

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum alongside the Needs Led Curriculum and subjects such as PE. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

These lessons are delivered by teaching staff, therapy staff and when necessary the School Nurse.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships

- › Online relationships
- › Being safe

Delivery of this curriculum takes into account pupil's difficulties with social interaction and the impact that this may have on building relationships and staying safe online.

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

At Secondary level, 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).

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

### 7.2 The principal

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

### 7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils 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 supported by the Integrated Services Team which includes the Head of Therapy and the School Nurse.

The following staff are responsible for overseeing the delivery of RSE in St Dominic's School:

Vicky Perry (Principal)

Emily Rackstraw (Head of Integrated Services and Therapies)

Stephanie Chown (Head of Upper School)

Amme Pryor (Head of Lower School)

Dr. Kirsty Glaysher (DSL)

Carolyn Nesbitt (School Nurse)

## 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. SDS is sensitive to the fact that the complex needs of the pupils and students may mean they find engaging with RSE challenging. The school ensures that it monitors carefully how its pupils and students are managing and adapts the curriculum as needed. All young people are given enough information to ensure they stay safe whilst making sure that they do not feel overwhelmed and therefore anxious.

## 8. Parents' right to withdraw

At primary level, parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the 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.

## 9. Training

Staff are supported by other staff members, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. Our approach is collaborative and transdisciplinary. Staff receive safeguarding training on induction which informs

## 10. Monitoring arrangements

The delivery of RSE is monitored through the school's assessment systems (including SAVI) and by the school's internal monitoring systems.

- Teaching observations
- Planning scrutiny
- Learning Walks
- Pupils and Student feedback
- Parental opinion

This procedure will be reviewed by the principal annually. At every review, the procedure will be approved by governing

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Exploring Values: Personal and Everyday Life (AQA) √√√√√	Healthy Living: Mindful Eating (AQA) √√√√	Sensory Careers: Working for the Emergency Services/The Work of a Gardener (AQA) √√√√	The Local Community (AQA) √√√	Healthy Living: Personal Hygiene (AQA) √√	Money Matters: What is Money? (AQA) √√√
Year 4	Personal Wellbeing (AQA) √√√√√	Identifying Different Emotions in Relationships (AQA) √√√	Introduction to Selecting Jobs (AQA) √√√	Introduction to aspects of life in the UK (AQA) √√√	Learning how to keep our Bodies Safe with Support (AQA) √√√√√	Healthy Living: A Healthy Lifestyle (AQA) √√
Year 5	Introduction to Sex and Relationship Education (AQA) √√√√√	Introduction to Politics and Voting (AQA) √√√	Sensory Careers: Working in the Sport and Leisure Industry/The Work of a Baker (AQA) √√√√	Citizenship (ASDAN) √√√√√	Health (ASDAN) √√√√√	Enterprise (ASDAN) √√√√√
Year 6	Identity (ASDAN) √√√	Environment (ASDAN) √√	Values (ASDAN) √√√	Community (ASDAN) √√√√√	Kidzania Project √√	Personal Finance (ASDAN) √√√√
Year 7	Team Building √√√	Relationships and Friendships √√	Puberty and Hygiene √√√	Care of the Environment √√√	First Aid √√√√	Exploring Careers √√√√√

Year 8	Signs and Symbols ✓✓	Christmas Shopping ✓✓✓✓	Bulling Awareness and E-Safety ✓✓	Relationships and Sex Education ✓✓✓✓	Health and Safety in the Workplace ✓✓✓✓✓✓	Enterprise Project ✓✓✓✓✓✓
Year 9	Law and Discrimination ✓✓✓✓✓	Medical Diversity ✓✓✓✓	Decision Making and Option Choices ✓✓✓✓✓	Politics and Democracy ✓✓✓✓	Relationships and Sex Education ✓✓✓✓	The Changing Nature of Work ✓✓✓✓
Year 10	Human Rights and UNICEF ✓✓✓	Careers Research, Post 16 Options and Life Goals and Aspirations ✓✓✓	My Diagnosis and Me ✓✓	English Speaking Board Certificate ✓✓✓✓✓	Drugs and Alcohol Awareness ✓✓✓✓	Revision strategies, Work Experience Preparation ✓✓✓✓✓
Year 11	Preparation for Work Experience ✓✓	Work Experience De brief and Revision strategies ✓✓✓	Positive Coping Strategies and Emotional Wellbeing ✓✓✓	Relationships and Sex Education ✓✓✓✓	Life After Year 11 ✓✓✓✓✓	Life After Year 11 ✓✓✓✓✓
Key Stage 5	Personal Safety ✓✓✓	Personal Finance ✓✓	Emotional Wellbeing ✓✓✓✓✓	Drugs Education ✓✓	Relationships and Sex Education ✓✓✓✓	Applying For Jobs and Courses ✓✓✓✓✓

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</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 those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Appendix 2: 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
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

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

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

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