



Compass PRU

Relationships and Sex Education Policy 2020-21

Governors' Committee responsible	Full Governing Board
Link Senior Governor	Chair of Committee
Link SLT	Deputy Head
Date Reviewed	June 2020
Next Review Date	Statutory Policy – June 2021
Linked Policies	<ul style="list-style-type: none"> • Children protection • E safety • Code of conduct • Curriculum Policy

Our aim is to help all our learners unlock their potential in life and work

..... Signed & date
Chair of Compass Governing Board

..... Signed & date
Head teacher

Equality Impact Assessment – initial screening record

<ul style="list-style-type: none"> • What area of work is being considered? • Upon whom will this impact? 	Relationships and sex education Staff Students safeguarding																																				
<ul style="list-style-type: none"> • How would the work impact upon groups, are they included and considered? <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">The Equality Strands</th> <th style="text-align: center;">Negative Impact</th> <th style="text-align: center;">Positive Impact</th> <th style="text-align: center;">No impact</th> </tr> </thead> <tbody> <tr><td>Minority ethnic groups</td><td></td><td style="text-align: center;">√</td><td></td></tr> <tr><td>Gender</td><td></td><td style="text-align: center;">√</td><td></td></tr> <tr><td>Disability</td><td></td><td style="text-align: center;">√</td><td></td></tr> <tr><td>Religion, Faith or Belief</td><td></td><td style="text-align: center;">√</td><td></td></tr> <tr><td>Sexual Orientation</td><td></td><td style="text-align: center;">√</td><td></td></tr> <tr><td>Transgender</td><td></td><td style="text-align: center;">√</td><td></td></tr> <tr><td>Age</td><td></td><td style="text-align: center;">√</td><td></td></tr> <tr><td>Rurality</td><td></td><td style="text-align: center;">√</td><td></td></tr> </tbody> </table>		The Equality Strands	Negative Impact	Positive Impact	No impact	Minority ethnic groups		√		Gender		√		Disability		√		Religion, Faith or Belief		√		Sexual Orientation		√		Transgender		√		Age		√		Rurality		√	
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<ul style="list-style-type: none"> • Does the initial screening highlight potential issues that may be illegal? No <div style="border: 1px solid black; height: 40px; margin-top: 10px; padding: 5px;"> Further comments:- </div>																																					
Do you consider that a full Equality Impact Assessment is required? No																																					
Initial screening carried out by Deputy Head Signed: Dated:																																					
Comment by Head teacher: Date																																					

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

2. Statutory requirements

The Compass must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

We believe SRE is relevant and appropriate to the lives of young people, regardless of their family background or sexuality. The positive qualities of relationships, such as trust, honesty and commitment should be stressed, rather than the promotion of one form of sexual relationship or sexual orientation.

We think that SRE is an integral part of the lifelong learning process beginning in early childhood and continuing into adult life. We believe it should encourage personal and social development, fostering self-esteem, self-awareness, a sense of moral responsibility and the confidence and ability to resist abuse and unwanted sexual experience.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Delivery of RSE

Compass has a staff member who has the designated coordinator role for RSE. At Compass there is a dedicated team who deliver lessons in RSE including provision from outside agencies with aspects also delivered in science, promoting a whole school approach to emotional and social development. Aspects including work about human sexual behaviour, relationships, HIV/Aids and self esteem will be delivered age appropriately, within the PSHE framework. Compass has achieved Healthy Schools status and is working towards targets set by the Healthy Schools Plus scheme. Compass work closely with specialist outside agencies to provide an up-to date appropriate programme

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › Families
- › Respectful relationships, including friendships
- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

For more information about our RSE curriculum, see Appendix 1.

5. Roles and responsibilities

5.1 The governing board

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

5.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 6).

5.3 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/non-science] components of RSE

The staff involved in the delivery of RSE are:

Lorraine McCadden, Kyle Critchell, Emily Balistrari, Craig Holloway, Robert Townley.

5.4 Pupils

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

6. Parents' right to withdraw

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

Opportunities exist throughout the statutory curriculum to provide RSE. The Compass would prefer parents to play a part in this sometimes sensitive area, by being informed and involved in our RSE programme so they can continue discussions at home. However, in the event of any parent or guardian wishing to withdraw their child, they are asked to inform the Head Teacher in writing using the form found in appendix 2. In the event of this happening the parent/guardian will be invited to attend a meeting to discuss any concerns. Following this discussion, any parent still wishing to exercise their rights to withdraw their child should be reassured that appropriate alternative arrangements would be agreed and organised by the learning centre.

A copy of withdrawal requests will be placed in the pupil's educational record.

7. Monitoring arrangements

The delivery of RSE is monitored by Senior Leadership Team through planning scrutiny, learning walks and book scrutiny.

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

COMPASS:

Appendix 1 : By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 2: 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	<i>Include notes from discussions with parents and agreed actions taken.</i>