

Policy Title:	Relationships and Sex Education (RSE) Policy
Function:	<p>It aims to guide the school and teachers on some of the sensitive issues they may have to deal with when teaching sex and relationship education.</p> <p>It also addresses some of the issues for schools concerning confidentiality.</p>
Status:	Statutory
Audience:	Students, Parents, Carers, Governors, Principal, Teachers, Support Staff.
Ownership / Implementation:	The Principal and the Governing Body have overall responsibility for ensuring that this policy is implemented.
Implementation Date:	April 2014
Review period:	Every two years
Last Reviewed:	September 2021

SECTION 1: Relationship and Sex Education Policy

1. Definition

1.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip our students with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being

2. Rationale

1.1 At Compass School Relationships and Sex Education (RSE) programme has two main strands.

1.1.1 Firstly, it involves the knowledge of physical development and an understanding of aspects of sexual behaviour.

1.1.2 Secondly it involves seeking to understand the broader emotional, moral and social implications of sexual attitudes. The programme is delivered through a variety of channels:

- Part of our “Esteem” program for each year group delivered by an external provider
- Assemblies with experts guest speakers with a focus on a particular issue e.g Female Genital Mutilation
- Personal, Social and Health Education programmes in Relating lessons
- Cross-curricular, especially through Science, ICT and Physical Education.
- One to one or small group interventions where required

3. Principles

3.1. To foster in students a feeling of self-worth, and to develop their personal and social skills to better equip them to face up to and solve personal problems.

3.2. To encourage responsible attitudes and behaviour in the students we teach.

3.3. To provide pupils with an understanding of the biological elements of reproduction and contraception.

3.4. To provide students with information, knowledge and facts on sexual matters, including HIV/Aids and sexually transmitted infections.

3.5. To encourage an exploration of feelings, morality, right and wrong and emotions through small group or class discussion.

3.6. To promote the value of stable relationships and family life.

3.7. To promote students mental and physical health. This includes internet safety, physical education, healthy eating, substance issues and basic first aid.

3.8. To support parents in their responsibility for the teaching of this sensitive area.

4. Implementation

- 4.1. The sex education programme will take into account the personal, cultural and religious sensitivities of parents and pupils and seek to educate all.
- 4.2. A variety of professionals will be used, where appropriate, to help deliver the sex education programme to students.
- 4.3. Wherever possible staff training will be given and tutors encouraged to deliver or help deliver the programme with the relevant professionals.
- 4.4. The sex education programme will be appropriate to the emotional, physical and intellectual maturity of the students.
- 4.5. The organisation of the programme will provide opportunities for mixed and single sex groups where possible or appropriate.
- 4.6. Questions on a range of issues will inevitably arise in any subjects at any time. In this context questions should be answered honestly, sensitively and appropriate information given where available.

5. Right to withdraw:

- 5.1. Parents may have the right to withdraw their son/daughter from “all or part of” the sex education provided.
- 5.2. Parents cannot withdraw their son/daughter from relationship or health education and any sex education that which sits in the national curriculum as part of science
- 5.3. If a parent would like to withdraw their child from all or certain parts of the RSE curriculum they would first need to contact Rory Beard – Rbeard@compass-schools.com. This will be followed by a conversation with the head teacher discussing the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).
- 5.4. Once this discussion has taken place, except in exceptional circumstances, the school should respect the parents’ request to withdraw the child, up to and until three terms before the child turns 16. After that point, 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
- 5.5. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil’s specific needs arising from their SEND into account when making this decision.
- 5.6. If a pupil is excused from sex education, it is the school’s responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

6. Conclusion

- 6.1.** Our sex education programme aims to address the needs of young people in attempting to manage their developing sexuality.

7. Monitoring, Evaluation and Review

The Standards Committee will review this policy at least every two years and assess its implementation (schedule can be found in the appendix) and effectiveness, taking into account national guidelines. The policy will be promoted and implemented throughout the School and overseen by a single teacher.

Appendix

Sex and Relationship Education programme 2021-2022

Over the five years at Compass students will participate in a planned RSE curriculum delivered by Esteem with support from our own teachers and via the science, P.E. and Computing curriculum.

We recognise that the experience and expertise required to teach RSE well is best served through this partnership and discreetly through full integration into our Relating curriculum.

Students will learn the following points during their 5 years at Compass:

Families

Pupils should know:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - 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 (for example, 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

Online and media

Pupils should know:

- 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, for example 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

Pupils should know:

- 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

Pupils should know:

- 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, for example 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 and menopause
- 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 and 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

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion

- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)



	Relationships and Sex education (RSE)	When is it covered?					
		Year 7	Year 8	Year 9	Year 10	Year 11	
Families	<ul style="list-style-type: none"> that there are different types of committed, stable relationships. 		Esteems - Relationships and Sex lessons	Esteem - Parenthood			
	<ul style="list-style-type: none"> how these relationships might contribute to human happiness and their importance for bringing up children. 		Esteems - Relationships and Sex lessons	Esteem - Parenthood		Esteem - Relationships	
	<ul style="list-style-type: none"> 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. 		HT2 - History - Changing women's roles in the 20th Century	French - HT1 Relationship	HT3-4 - Relating		
	<ul style="list-style-type: none"> why marriage is an important relationship choice for many couples and why it must be freely entered into. 		HT2 - History - Changing women's roles in the 20th Century		HT3-4 - Relating		
	<ul style="list-style-type: none"> the characteristics and legal status of other types of long-term relationships. 		HT2 - History - Changing women's roles in the 20th Century		HT3-4 - Relating		
	<ul style="list-style-type: none"> the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. 			Esteem - Parenthood			
	<ul style="list-style-type: none"> how to: determine whether other children, adults or sources of 		Esteems - Relationships				



	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.		and Sex lessons				
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. 	Team sports	Team sports Esteem - Relationships and Sex Lessons	Team sports	Team sports Esteem - The media challenge	Team sports Esteem - Relationships	
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	Team sports	Team sports Esteem - Relationships and Sex Lessons	Team sports	Team sports	Team sports Esteem - Relationships	
	<ul style="list-style-type: none"> 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). 	Relating - HT1 and HT2	History - throughout all KS3 topics Geography - HT3 - Africa		Citizenship - Throughout GCSE course	Citizenship - Throughout GCSE course	LGBTQ+ week - LFT activities and lessons
	<ul style="list-style-type: none"> 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 	Team sports Relating - Year 7 - HT1	Team sports History throughout all KS3 topics	Team sports	Team sports Esteem - range of activities across the 6	Team sports Esteem - range of activities across the 6	



	due tolerance of other people's beliefs.				boys only sessions	boys only sessions	
	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. 	Anti bullying week LFT activities - HT2 HT1 Computing Esafety Year 7 parents induction week Beatu bullying session	Anti bullying week LFT activities - HT2	Anti bullying week LFT activities - HT2	Esteem - Range of activities across 6 only boys sessions. Anti bullying week LFT activities - HT2	Esteem - Range of activities across 6 only boys sessions. Anti bullying week LFT activities - HT2	Year 7 parents induction week
	<ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. 					Esteem - Relationships	
	<ul style="list-style-type: none"> what constitutes sexual harassment and sexual violence and why these are always unacceptable. 	Esteem - Self Esteem			Esteem - Relationships and respect	Esteem - Relationships	
	<ul style="list-style-type: none"> 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. 	Relating - Year 7 - HT1 and HT2		Citizenship - Throughout GCSE course	Citizenship - Throughout GCSE course	Citizenship - Throughout GCSE course	
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. 	Esafety - Computing HT1	Computing - HT1 - Esaftey module		Esteem - The media challenge		E-Saftey Assembly - All year groups
	<ul style="list-style-type: none"> about online risks, including that any material someone provides 	Computing - HT1 -		French - HT2 Advantages &			



	to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	Esaftay module	Computing - HT1 - Esaftay module	Disadvantages of social media	Esteem - The media challenge		
	<ul style="list-style-type: none"> not to provide material to others that they would not want shared further and not to share personal material which is sent to them. 	Computing - HT1 - Esaftay module	Computing - HT1 - Esaftay module Esteem - Relationships and Sex lessons	Computing - Esaftay			
	<ul style="list-style-type: none"> what to do and where to get support to report material or manage issues online. 	Computing - HT1 - Esaftay module	Computing - HT1 - Esaftay module	Computing - HT1 - Esaftay module	Esteem - The media challenge		
	<ul style="list-style-type: none"> the impact of viewing harmful content. 			Computing - HT1 - Esaftay	Esteem - The media challenge		
	<ul style="list-style-type: none"> 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. 				Esteem - The media challenge		
	<ul style="list-style-type: none"> that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. 			Computing - HT1 - Esaftay	Esteem - The media challenge		
	<ul style="list-style-type: none"> how information and data is generated, collected, shared and used online. 		Computing - HT1 - Esaftay module	Computing - HT1 - Esaftay module			
Bein	<ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual 	HT5 - Assembly -	HT5 - Assembly - Whole school	HT5 - Assembly -	HT5 - Assembly -	HT5 - Assembly -	Ass emb ly on



Intimate and sexual Relationships, including sexual health	exploitation, abuse, grooming, coercion, harassment, rape,	Whole school on FGM	on FGM	Whole school on FGM	Whole school on FGM	Whole school on FGM		
	domestic abuse, forced marriage, honour-based violence and		Esteem - Relationships and Sex lessons					
	FGM, and how these can affect current and future relationships.							
	• how people can actively communicate and recognise consent from		Esteem - Relationships and Sex lessons					
	others, including sexual consent, and how and when consent can							
	be withdrawn (in all contexts, including online).							
	• how to recognise the characteristics and positive aspects of		Esteem - Relationships and Sex lessons		Esteem - Relationships and respect	Esteem - Relationships		
	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		Esteem - Relationships and Sex lessons	Esteem - STI lesson	Esteem - Pregnancy and contraception	Esteem - STI lesson		
	sex and relationships, positively or negatively, e.g. physical,							
emotional, mental, sexual and reproductive health and wellbeing.		Esteem - HIV Lesson						
• the facts about reproductive health, including fertility, and the	Esteem - Puberty and Reproduction	Esteem - Relationships and Sex lessons	HT6 - Science - Communicable diseases	Esteem - Pregnancy and contraception	HT3- Science Homeostasis			
potential impact of lifestyle on fertility for men and women and								
menopause.	HT1- Science Reproduction and variation	HT6-Science Keeping healthy						
• that there are a range of strategies for identifying and managing		Esteem - Relationships						



sexual pressure, including understanding peer pressure, resisting		and Sex lessons					
pressure and not pressurising others.		Esteem - Self-esteem and body image					
• that they have a choice to delay sex or to enjoy intimacy without sex.		Esteem - Relationships and Sex lessons	Esteem - STI lesson	Esteem - Relationships and respect	Esteem - STI lesson		
• the facts about the full range of contraceptive choices, efficacy and options available.		Esteem - Relationships and Sex lessons		Esteem - Pregnancy and contraception	HT3- Science Homeostasis- Contraception		
• the facts around pregnancy including miscarriage.				HT3-4 - Relating			
• 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).				HT3-4 - Relating			
• 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.		Esteem - HIV Lesson	Esteem - STI lesson		Esteem - STI lesson		
			HT6-Science Communicable diseases				
• about the prevalence of some STIs, the impact they can have on		Esteem - HIV Lesson	Esteem - STI lesson		Esteem - STI lesson		



<p>those who contract them and key facts about treatment.</p>			<p>HT6- Science Communicable diseases</p>			
<p>• how the use of alcohol and drugs can lead to risky sexual behaviour.</p>		<p>Esteem - Relationships and Sex lessons Esteem - HIV lesson</p>	<p>French - HT4 Healthy lifestyle</p>			
<p>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>		<p>Esteem - HIV Lesson</p>	<p>Esteem - STI lesson</p>		<p>Esteem - STI lesson</p>	