



Stoke Newington School
& Sixth Form

Stoke Newington School
Relationship & Sex Education Policy
March 2023

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| Review Cycle: | Yearly |
| Chair of Governors | Shekiela Scarlett |
| Date of Governing Body Ratification | March 2023 |
| Date of Next Review | March 2024 |
| Legal Framework | Children and Social Work Act 2017 Equality Act (2010) Education Act (1996) Learning and Skills Act (2000) Education and Inspections Act (2006) Children and Social Work Act (2017) |
| Statutory Guidance | Keeping children safe in education (September 2021) Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated 2021) Sex and Relationships Education Guidance (2000) Sexual violence and sexual harassment between children in schools (2017 – updated 2021) |
| Further Guidance | SNS Equal Opportunities Policy Mental Health and Behaviour in Schools (2014 – updated 2018) Preventing and Tackling Bullying (2017) Supplementary guidance SRE for the 21st Century (2014) |

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1. Rationale

Relationships and Sex Education (RSE) at Stoke Newington School (SNS) aims to support students through their physical, emotional and moral development from childhood, through adolescence and into adulthood. We believe that Relationships and Sex Education is an essential part of a broad and balanced curriculum and underpins our core school values of Compassion, Ambition, Resilience and Excellence (CARE).

As a maintained secondary school, we must provide RSE to all students as per the Children and Social work act 2017.

In teaching RSE, we must have due regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. At Stoke Newington School we teach RSE as set out in this policy.

2. Aims

At SNS we believe that Relationships and Sex Education (RSE) should develop within students the skills, knowledge and attributes required to lead fulfilling lives, whilst successfully managing relationships and with knowledge of how to seek support when needed.

Our RSE programme aims to give students:

- objective and accurate information concerning sex and relationships, whilst equipping them to make considered, well-informed decisions about their own relationships
- a sense of moral responsibility and encourage them to respect the needs and rights of others
- a knowledge of how the human body functions and develops
- the opportunities for students to talk with adults, who are prepared to engage with them about issues that are concerning them
- the resilience to manage challenging circumstances and know how and where to seek help both inside and outside of the school.

Our fundamental ethos and aims of RSE are broken down into the four strands below:

- Attitudes and values
- Personal and social skills
- Negotiating with friends and others
- Knowledge and Understanding

3. Working with others

Fundamental partnerships at a variety of levels are central to the RSE provision at SNS. We work with external agencies including the Local Authority PSHE Lead, Young Hackney's Health and Wellbeing Team and Substance Misuse Service, as well other relevant agencies such as Solutions Not Sides.

We include parents and carers and our young people in consultations as we recognise they are key figures in helping students to cope with the emotional and physical aspects of maturity. During the academic year of 2019 – 2020, parents were consulted regarding the proposed RSE curriculum and

policy to be delivered from 1st September 2020 onwards. We will hold a bi-yearly consultation with parents from the 2024 academic year. Parents have been informed of the changes to withdrawal rights and have had an opportunity to look at the statutory guidance for RSE and Health Education. Parents can also request to preview resources/materials we intend to/are using and discuss the delivery of the content with the Head of Personal Political Philosophical Studies.

Parents are key partners in supporting the school to:

- Maintain the culture and ethos of the family and our community.
- Teach their children about relationships and sex.
- Help their children cope with the emotional and physical aspects of growing up.
- Prepare them for the challenges and responsibilities that sexual maturity brings.
- Identify issues.

As part of the RSE curriculum we will support our parents to:

- Help children to learn the correct names of the body.
- Talk with their children about feelings and relationships.
- Build their child's confidence and skills to see help and support.

4. Roles and Responsibilities

Those involved with the development of this policy include the PPP (PSHE) Lead, Local Authority advisor/School Improvement Partner and the Headteacher. Teaching staff and support staff are responsible for the delivery of lessons and key RSE messages. Teaching staff will receive ongoing training as required to support with developing awareness and needs.

Specifically:

- The Head of PPP will deliver training and provide support for all PPP teachers, including quality assurance of the faculty, whilst being the main point of contact for any issues related to PPP and report to the Designated Safeguarding Lead, Headteacher or School Link Governor.
- The Headteacher, Zehra Jaffer, will be responsible for oversight of the curriculum and policies, and will help deal with issues concerning subject withdrawal.
- PSHE LA advisor can support with subject development, sharing best practice, updating any national guidance/training, LA trends.
- Designated Safeguarding lead, Michael Collins, will be responsible for ensuring policy compliance and manage any safeguarding concerns.
- Parents and carers will be responsible for working in partnership with the school by supporting learning within the home environment.

5. Curriculum Design

| | Au1 | Au2 | Sp1 | Sp2 | Su1 | Su2 |
|-----|--------------------------------------|-------------------------------------|--|---|---------------------------------------|---------------------------------------|
| Y7 | Transition and Health | Consent, Health and Keeping safe | Identity and beliefs | Human Rights | Financial decision making and Careers | Abrahamic Faiths |
| Y8 | Health and emotional wellbeing | Dharmic religions | Separation of Powers and the Criminal Justice System | Religion in the Modern World | Building positive relationships | Identity and relationships |
| Y9 | Healthy Decision-Making | Making a change | Law-making and Political Participation | Founders of the World 6 Faiths | Intimate and Respectful relationships | Digital literacy |
| Y10 | Mental health and Managing Influence | Ethical themes | Government, Economy and being Agents of Change | Core religious beliefs | Healthy relationships | Religion, morals, ethics and equality |
| Y11 | Exploring the Environment | Healthy and Unhealthy Relationships | Religion in the Modern World | Managing Health and making Health-related choices | International Politics and Law | |

5.1. Sixth Form

In the Sixth Form, Year 12 and Y13 students receive one hour of Tutorial per week, delivered by their form tutor. This incorporates the following topics:

- Healthy relationships
- Online safety and reputation
- Responsibility and actions
- Sexual health (outside speakers)
- Alcohol and drugs

The RSE curriculum has been mapped out against [2019's Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance](#) (updated in July 2020).

The RSE programme is part of our PPP Curriculum (Personal ((Personal, Social, Health and Economic Education)) Political ((Citizenship)) and Philosophical ((Religious Education)) Studies provision). We have supplemented our programme with the statutory requirements in the National Curriculum for Science. RSE and Health Educations aims to take a less biological approach and instead aims to develop students' skills in understanding relationships, consent/coercion, issues around dangerous expectations caused by sending of nudes and pornography, etc. with a focus on developing the skills and confidence in seeking support from appropriate services. Safe and sensitive delivery is at the core of our programme and all PPP staff are trained on how to deliver lessons that encourage students to make safe, private disclosures whilst protecting vulnerable students. The knowledge of the school's pastoral system is utilised to review, develop and tailor the RSE programme in order to meet the needs of our students at Stoke Newington School.

The details of our curriculum are available on our school website, [PPP | Stoke Newington School](#). All lessons used within our curriculum have been awarded the PSHE Associations Quality Mark. Any

sessions led by external visitors are monitored, evaluated and quality assured to provide the best possible learning experiences for our students. Our curriculum is based upon guidance on best practice published by local bodies such as Hackney Education and Young Hackney as well as national organisations such as PSHE Association, Sex Education Forum and Brook Advisory Service. Inclusivity is central to our curriculum to uphold diversity, equal opportunities and to allow all students to access to learning in line with our school values of CARE.

Students will have the opportunity to review and reflect upon their own ideas and opinions through student voice. The curriculum will be adapted to ensure concerns raised can be addressed as and when they voice concerns. Students will be able to voice opinions on resources/external agencies. The Student Voice Body and the active citizenship component of the GCSE Citizenship Studies course will be used to review and develop the RSE programme to ensure it truly reflects the needs of students at Stoke Newington School.

A more detailed outline of the topics taught by key stage can be found in [Appendix 1](#).

6. Withdrawal from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory 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. There is no right to withdraw from Relationships Education or Health Education. Requests for withdrawal should be put in writing, using the form in [Appendix 2](#) and addressed to the Headteacher. Parents will be able to speak to the Head of PPP, the Headteacher or another member of SLT to discuss reasons for the withdrawal and to look at the materials used and discuss the rationale behind teaching sex education. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

7. Safeguarding and Safe, Effective Practice

RSE must be taught in a safe and environment, ensuring students feel valued, supported and able to contribute. Staff will be trained in developing a safe learning environment through safeguarding training, teaching sensitive issues, protecting vulnerable students, and reporting concerns. All staff will be supported by pre-prepared resources, training in the delivery of resources and be supported by internal and external staff.

Teaching staff will endeavour to answer questions as openly as possible and to not answer questions that they may not know the answer to – instead seeking the support of the Head of PPP and/or reliable sources of information to do so. This may involve referring the child/young person to an appropriate adult, for example, their parent/carer, Designated Safeguarding Lead, the School Nurse, Hackney Education's Substance Misuse or Health and Wellbeing Team, Brooks or other Walk-in Centres.

Where students have more complex needs and are not able to access learning through differentiated resources, the Head of PPP will work with an Learning Support Assistant and/or Head of Inclusion to tailor resources to meet the needs of that individual student. These may be delivered in a 1-2-1 session by an LSA or with the support of a class teacher.

Appendix 1 - Outline of topics delivered by the end of secondary school

By the end of secondary school: Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

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| Families | <p>Students should know</p> <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 | <p>Students should know</p> <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. |
| Online and media | <p>Students should know</p> <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. |

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| | <ul style="list-style-type: none"> • 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 | <p>Students should know</p> <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 | <p>Students should know</p> <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 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/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. |

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| | <ul style="list-style-type: none">• 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. |
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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 | | | |