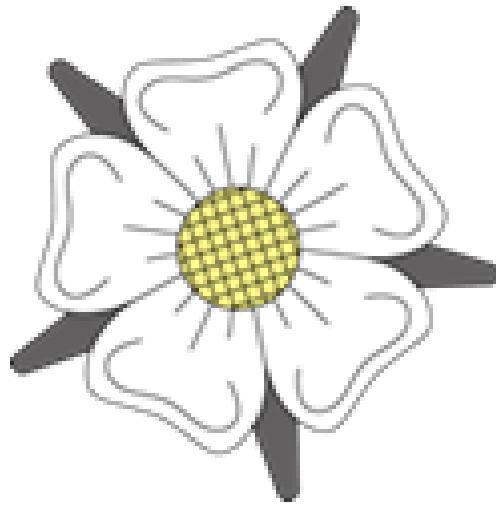


# John Taylor Free School



## Relationships and Sex Education Policy

Implementation Date: September 2023

Review Date: September 2024

# John Taylor Free School Relationships and Sex Education (RSE) Policy

This policy will be reviewed every year to reflect changes regarding advice within education and following analysis of implementation. The review period may change following the statutory implementation date of September 2020 to every two years. The policy and guidance will be reviewed by the Senior Leadership Team and the Local Governing Body. Local Governing Bodies monitor the implementation of procedures and their effectiveness in JTMAT schools.

John Taylor Free School is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and young people.

## 1.0 What is RSHE?

Since September 2020, Relationships Education has been compulsory for all students receiving primary education and Relationships and Sex Education (RSE) for all students receiving secondary education. Health Education is now compulsory in all schools too. At [secondary school](#), teaching builds on the knowledge acquired at primary and develops pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex and how to have positive and healthy sexual relationships.

## 2.0 Rationale and Ethos

- 2.1 John Taylor Free School is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation.
- 2.2 The school recognises its obligations under the Equality Act 2010 and is committed to promoting the equality and diversity of all those we work with especially our employees, students, young people and visitors.
- 2.3 To enable the students at John Taylor Free School to succeed and thrive, the school ethos will be at the heart of all that is delivered and therefore achieved.
- 2.4 RSE is taught to help prepare our students to be happy and successful in adult life, so they can make informed decisions about their wellbeing, health and relationships. RSE is providing information, based upon fact and within the constraints of the law, to enable our students to develop healthy, nurturing relationships; for our students to be able to recognise what a healthy relationship looks like; and what to do should that not be the case.
- 2.5 We view the partnership of home and school as vital in providing the context to our curriculum offer. JTFS recognises that there is a range of opinions regarding RSE, and we are open to working with parents to discuss concerns at any stage.
- 2.6 The school will work to ensure that our provision is inclusive and meets the needs of all of our students, including those with SEND. There is a duty, as set out in the SEND Code of Practice, to prepare our students for adulthood outcomes, but provision will be personalised to ensure accessibility and content may be tailored to suit specific students.

2.7 The programme will foster gender equality and LGBT+ equality in an appropriate manner and by promoting the importance of equality and respect. Teaching will be sensitive and age appropriate.

## 2.0 Compliance

2.1 Compliance with the Equality Act 2010 is the responsibility of all members of staff. John Taylor Free School does not condone any act of direct discrimination, indirect discrimination, harassment or victimisation (see Appendix A). Any breach of this policy may lead to disciplinary action.

2.2 The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

2.3 Documents that inform the school's RSE policy include:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [Education Act 2002](#)
- [SEND Code of Practice](#)
- [Promoting Fundamental British Values as part of SMSC in Schools](#)
- [Keeping Children Safe in Education](#)
- [Children and Social Work Act 2017](#)
- [Equality Act 2010](#)
- [Learning and Skills Act](#)
- [Education and Inspections Act 2006](#)

2.4 This policy should be read in conjunction with the following [policies](#):

- Safeguarding Policy
- Positive Behaviour Management Policy
- Equality Information

2.5 From September 2020 all schools are required to deliver RSE. The parental right to withdraw students from RSE remains for aspects of sex education which are not part of the Science curriculum.

## 3.0 Roles and responsibilities

3.1 The RSE programme will be led by the PSHCE Lead. Their role is to ensure:

- All staff are informed of the policy and the responsibilities included within the policy;
- The subject is staffed and timetabled in a way to ensure the school fulfils their legal obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils, including those with SEND;
- The school works with parents/carers when planning and delivering RSE;
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

3.2 The RSE programme will be delivered by teaching staff and supported, where necessary by Learning Support Assistants.

3.3 High-quality, evidence-based and age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development both at school and in society. The delivery of the RSE curriculum will also complement the school's policies on behaviour, inclusion, respect for equality and diversity, and safeguarding.

3.4 RSE, alongside the Health curriculum will be supported by curriculum content within PE, Science, Food Technology, Computing, PSHCE and our wider enrichment curriculum offer.

3.5 Role of the teacher:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and students can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality, and can explore ideas.
- All points of view expressed during the course of teaching RSE are unbiased.
- The teaching of RSE is delivered in ways that are accessible to all pupils with SEND.
- The understanding of personal relationships and the right of the individual to make informed choices.
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE.
- Where appropriate, staff direct students to seek advice and support from an appropriate agency or individual.
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

3.6 Role of the parent:

Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Any concerns should be discussed with the school at the earliest convenience.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting such a request, the parent will be invited to meet with the Head of School, and the child, if appropriate, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussion, except in exceptional circumstances, JTFS will respect the parents' request to withdraw their 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.

The Head of School will ensure that where a pupil is excused from sex education, the student will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from the national curriculum.

## 4.0 Curriculum Design

4.1 John Taylor Free School's RSE curriculum is an integral part of our whole school PSHCE provision, which will be taught across three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the wider world.

Our curriculum model allows our students to succeed and thrive by allowing them to manage their lives now and transfer that knowledge, skills and understanding to later life to thrive as successful members of society. It is our aim that our students are equipped to lead healthy, safe, productive, responsible and balanced lives. It is hoped that our students develop effective learning habits, make informed choices and appreciate what influences their decisions, linked to effective CIEAG. The students will learn about themselves, to understand and appreciate difference and change, to shape their identity, and to manage their emotions so positive relationships can be developed. It is hoped that by learning about the core themes, all barriers to learning can be removed and students will enjoy their learning and behave in a manner to enable them to succeed and thrive.

4.2 The aim of PSHCE education at JTFS is to provide students with:

1. accurate, balanced and relevant knowledge
2. opportunities to turn that knowledge into personal understanding
3. opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
4. the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
5. opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

4.3 Overarching concepts developed through the Schemes of Learning:

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

4.4 The statutory Guidance, for Key Stages 3 and 4 can be found in Appendix A.

- 4.5 The long-term plan across Key Stages 3 and 4 can be found in Appendix B.
- 4.6 Students will be given the opportunity to reflect upon their learning and consider their progress within the development of their learning within this subject. The Personal Tutor will be able to comment on student progress and identify future learning needs as appropriate. This will be developed through progress made on an individual basis. Alongside more traditional methods of assessment, such as feedback from extended learning opportunities, and peer assessment.
- 5.0 Implementation, monitoring, evaluation and review**
- 5.1 The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of this policy is the Lead of PSHCE. The designated member of staff is also responsible for ensuring that all young people, staff, parents/carers and placing local authorities are aware of our policy. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above. A copy of this policy document is available for inspection on the premises during office hours and an electronic copy is posted on our website [www.johntaylorfreeschool.co.uk](http://www.johntaylorfreeschool.co.uk)
- 5.2 This policy document will be reviewed and publicised in writing, at least every 2 years and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

APPENDIX A: Statutory subject content

<p><b>Families</b></p>	<p>Pupils should know</p> <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>
<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know</p> <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> </ul>

	<ul style="list-style-type: none"> <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>
<b>Online and media</b>	<p>Pupils should know</p> <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>
<b>Being safe</b>	<p>Pupils should know</p>



	<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>
<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p>Pupils should know</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>

APPENDIX B: Long term plan

PSHCE/RSE and Careers – Long Term Plan 2023/2024

<b>Key</b>	<b>Green</b> Health & wellbeing	<b>Blue</b> Living in the wider world	<b>Orange</b> Relationships	<b>Yellow Highlight</b> Careers (LP)	<b>Blue Highlight</b> Citizenship	<b>Red</b> Needs to be edited/created
	<b>Autumn 1</b> <b>Learning Walks</b> <b>Student and Staff Voice</b>	<b>Autumn 2</b> <b>Learning Evaluations of Individual Lessons</b> <b>Student and Staff Voice</b>	<b>Spring 1</b> <b>Evaluation of Student Work</b> <b>Student and Staff Voice</b>	<b>Spring 2</b> <b>Student and Staff Voice</b> <b>Student and Staff Voice</b>	<b>Summer 1</b> <b>SoL Review</b> <b>Student and Staff Voice</b>	<b>Summer 2</b> <b>SoL Review</b> <b>Student and Staff Voice</b>
<b>Year 7</b>	<b>Who creates my image?</b> Transition to secondary school Diet, exercise and how to make healthy choices	<b>Who creates my image?</b> Enterprise skills and introduction to careers Challenging career stereotypes and raising aspirations <b>CAREERS</b>	<b>Citizenship – Why are new discoveries important?</b> Diversity, prejudice & stereotypes, cyber bullying, sexting, peer pressure, self-esteem.	<b>Citizenship - Why are new discoveries important?</b> The risks of alcohol, tobacco and other substances Managing puberty and the issues of unwanted contact and FGM	<b>Citizenship - When do we celebrate?</b> Relationships, healthy and unhealthy relationships, impact of the media, parenting.	<b>Careers - When do we celebrate?</b> Money habits, planning finances, budgeting, fraud, recognising scams.
<b>Year 8</b>	<b>What makes Britain Great?</b> First aid and personal safety, focusing on road safety The importance of health and hygiene, dental care.	<b>What makes Britain Great?</b> <b>Citizenship</b> - British Values, Rights and responsibilities in the community. Tackling racism, sexism, ageism, disability, and religious discrimination, promoting human rights. Prevent delivery	<b>What keeps me healthy?</b> <b>Citizenship</b> - Human rights, Managing loss, conflict, and abuse within relationships. Tackling transphobia, bi-phobia and homophobia. Community cohesion.	<b>Who and what has changed?</b> Mental health and emotional wellbeing, including body image and eating disorders/self-harm. Breast and testicular cancer Skin cancer	<b>Who and what has changed?</b> Positive sexual relationships. Consent Introduction to contraception including condom and the pill. Child on Child abuse Forced marriage/Unlawful relationships	<b>Does money make you rich?</b> Evaluating value for money in services Risks and consequences making financial decisions <b>CAREERS/PSHE</b>
<b>Year 9</b>	Peer pressure, assertiveness and risk, gang crime including knife crime, county lines and grooming (links to the dangers of running away from home).	<b>Citizenship</b> Our relationship to our country – looking at British values and citizenship, including politics, voting, and human rights. Fake news and how it can influence voting.	Understanding careers and future aspirations Identifying learning strengths and setting goals as part of the GCSE options process <b>CAREERS</b>	Managing romantic relationship challenges/ Consent and sex Break ups Understanding different families (marriage) Managing change, grief and bereavement	Managing addiction in relation to illicit substances, smart phones and gaming. Assessing the risks of drug and alcohol abuse and addiction. Understanding peer pressure and addiction in relation to vapes.	Planning and carrying out an enterprise project Reflecting on learning skills development in key stage 3 <b>CAREERS</b>
<b>Year 10</b>	Transition to key stage 4 and developing study habits Mental health and ill health, tackling stigma	Understanding the causes and effects of debt Understanding the risks associated with gambling	Tackling relationship myths and expectations Recap contraception/STIs Parenting skills Parenting choices Risks of pornography	Preparation for work experience Health and safety Evaluation of work experience and readiness for work <b>CAREERS</b>	<b>Citizenship</b> Evaluating the risks of committing crimes including the justice system and how it works. Exploring the influence of role models. <b>PREVENT (Incels)</b>	<b>RS Unit (Spiritual development)</b> British values and citizenship, community cohesion. Focus on Christianity and Islam

<b>Year 11</b>	Promoting self-esteem and coping with stress Learning and revision skills to maximise potential. Healthy lifestyles	Understanding the college application process and plans beyond school Skills for employment and career progression <b>CAREERS</b>	<b>Menopause/fertility/miscarriage, breast and testicular cancer. Blood donation and stem cells</b> <b>Revenge porn</b>	<b>Reminder – How to revise.</b> Revision (Silent Study)	Revision (Silent Study)
<b>Year 12</b>	Drop down PSHCE day: <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Sex education</li> <li>• University life</li> <li>• Drug and alcohol safety</li> </ul>				
<b>Year 13</b>	Drop down PSHCE day: <ul style="list-style-type: none"> <li>• Life skills</li> <li>• External support services</li> <li>• Keeping safe on a night out</li> <li>• Building a professional persona</li> </ul>				