



MEADOW PARK SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

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1. Aims

Meadow Park School is a mixed 11-18 comprehensive with approximately 1500 students on roll. It serves a suburban area of South-west Coventry. A large percentage of the students come from a variety of ethnic backgrounds. There is no particular religious affiliation.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Meadow Park strives to inspire students through a 'world class' education which aims at the success for all our learners. Our values of courageousness, perseverance, integrity, humility and kindness will be integrated through our delivery and implementation of RSE so that students feel confident in their time at school and beyond.

2. Statutory requirements

As a secondary academy we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

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 Meadow Park we teach RSE as set out in this policy.

3. Policy development

This policy builds upon the work of previous coordinators of PSHE and Faculty Leader of Social Science reflecting the changing needs of delivering high quality Relationship and Sex Education (RSE) to students, and the way in which RSE has adapted to changing societal demands and how PSHE has been integrated into the curriculum. It is now recognised that 'Sex Education' is a major constituent of RSE with a focus on the developmental educational requirement based on the nature of changing relationships as our students grow older, as well as learning about healthy sexual relationship and bodily changes.

The policy has been reviewed in 1991, 1998, 2001, 2004, 2010, 2012, 2014, 2015 (when FP became a MAT) 2018 and 2021. Throughout this process it has been recognised that effective Sex Education:

- needs to be open and honest
- needs to recognise the developing maturity of students at differing age groups
- needs to respond to individual needs and be adaptive of changing societal norms / issues
- needs to be progressive and build on the work likely to have been done in KS2 – though it needs to be recognised that the amount and quality of SRE delivery in KS2 may be variable within FP2's feeder primaries, and that

- students from Yr7 will have many different starting points regarding their knowledge, understanding and ability to respond maturely to RSE topics.
- needs to respect various religious and cultural attitudes represented in the school community, and that the cultural mix within Meadow Park is becoming more diverse. FGM is a connected issue.
- needs to operate in accordance to statutory demands and the recommendations of the PSHE framework
- highlights the growing dangers to students of technology and social media usage, the dangers of certain types of pornography, and the prevalence in society of increasing sexual exploitation

As already mentioned, it is also vital to acknowledge that Sex Education fits into a wider context, of Relationships and Sex Education. RSE should stress the skills involved in any relationship and all Sex Education teaching should reflect the guidance that sexual relationships are best dealt with and explored within a stable relationship.

4. Definition of RSE

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity, but the promotion of making healthy choices. At Meadow Park, RSE will be taught mostly through PSHE, RE and Science.

As a school, Meadow Park aims:

- 4.1 To deal with sex education in an honest, informed, balanced and sensitive manner.
- 4.2 To work with the principles outlined in paragraph 4.4 below.
- 4.3 To work, when felt appropriate, with parents as outlined in paragraph 4.9 below.
- 4.4 To monitor schemes of learning and lesson activities in order to make appropriate changes, such as additions or deletions of material, alterations of teaching methods, the use of student and parent voice, to make the curriculum as relevant, interesting and varied as possible.
- 4.5 To provide a sensitive, caring and carefully structured approach to sex education, making full use of the skills of staff from a variety of subject disciplines, and of adults other than teachers where appropriate.
- 4.6 To realise that sex education does not exist as a separate subject, but rather finds its natural place within PSHE and at relevant stages within other subjects such as Science and Religious Education, as examples. The Science National Curriculum is delivered by staff in the Science Department. These lessons are more concerned with the physical aspects of human reproduction and development; however, the importance of relationships is not forgotten.
- 4.7 To signpost appropriate services and sources of advice and guidance, for those students who may need them. This may include sexual health advice resources, e.g. found on www.changegrowlive.org. Meadow Park will not be involved in handing out, for example, free contraception

(condoms) as this is not felt as the best method of promoting sexual health and responsibility.

- 4.8 To make the link between unsafe and inappropriate sexual behaviour and alcohol use
- 4.9 To make clear to all students, the challenges and dangers which social media use and modern technologies may present regarding sexual behaviours
- 4.10 To not restrict RSE to any one area of the curriculum. RSE is seen as a whole school issue in which each staff member (teaching and non-teaching) has a part to play. It is important that consistent messages about RSE are presented throughout the school.

5. Curriculum

Our curriculum is set out on the website but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students 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.

Secondary sex education will focus on the following:

5.1 To ensure students are able at an early age to understand and assimilate basic facts about human reproduction and sexual behaviour. The school intends to build on the work done in KS2, to ensure that by the end of KS3 all students will have been given a clear and straight forward account of not just human reproduction, but the role that sex may play in adult life, and the inherent risks involved – as well as the nature of building positive relationships, and developing emotional and behavioural maturity.

5.2 During the period of adolescence it is the aim of the curriculum to present knowledge and guidance in an objective and balanced manner to enable students to comprehend the range of sexual attitudes and behaviour in present day society, to know what is and what is not legal, and to consider their own attitudes in order to make informed, reasoned and responsible decisions about their own behaviour, both while they are at school and in adulthood. Students are encouraged to appreciate the values of stable and considerate relationships and of the responsibility of parenthood, as well as to respect others' faith and cultural expectations concerning relationships and sexual activity. Students are also taught techniques which resist the negative influence of peer pressure and assumptions regarding sexual behaviours and promiscuity.

5.3 RSE at Meadow Park will always be inclusive and promote tolerance and respect. It is recognised there are likely to be many students who may not be heterosexual and RSE must cater for their needs and questions as well. RSE will explore issues of sexuality, and while it is acknowledged that the majority of students may be heterosexual and that programmes of learning will need to reflect this, balanced and responsible teaching must respond to the needs of all students, irrespective of sexuality.

5.4 There are many opportunities within the curriculum as a whole to consider how sexual relationships can vary from those that give happiness and fulfilment to those that are wholly inappropriate.

6. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects such as the importance of families are included in Religious Education (RE). Students may also receive stand-alone sex education sessions delivered by a trained health professional.

Sex Education at Meadow Park is co-ordinated and planned by the Leader of PSHE. Delivery is through the PSHE Team, with support from external agencies where appropriate. Other subjects also play a part (e.g. RE and Science) to deliver certain elements of well-rounded RSE, e.g. sexual ethics, anatomy and development.

All staff who have been timetabled to deliver can be provided with CPD as appropriate, as all staff must be provided with opportunities to ensure that they not only have the factual knowledge necessary, but also that they are comfortable with the attitudes and teaching methodologies that underpin each aspect of the programme. It acknowledges due to staffing constraints that PSHE will often be delivered by non – specialists.

A range of delivery methods are encouraged. These include class discussion, pair work, ICT, use of written resources, DVDs, presentations, internet resources. Controversial issues will be dealt with by adopting a policy of suitability and appropriateness for age being taught.

Classes will always be mixed. Occasions may arise when single sex sessions are more appropriate, i.e. menstruation lessons in KS3, though timetables where lessons are not blocked means that this is unlikely. If these situations do arise it is felt that both groups should know the reasons for the split. It is important that all students learn about and can empathise with situations, emotions and physical development which involve each gender, given the emphasis on sexual activity as part of consensual, respectful and loving relationships.

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 our website and Appendix 1. 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).

Ethnic and Cultural Groups

6.1 We intend our policy to be inclusive, sensitive and culturally appropriate to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will try, where possible, to anticipate these requests and concerns prior to their occurrence and accommodate them appropriately as well as responding to any that arise.

Students with Special Needs

6.2 We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

6.3 We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. We will liaise closely with parents to ensure that they feel reassured of the content and the context in which it will be presented.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

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

7.3 Teaching staff

Teachers are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. The headteacher will designate a named person on the staff who will co-ordinate the design and delivery of the programme and arrange / deliver appropriate CPD for staff. Presently, Christine Baker, Leader of PSHE holds this position.

If teachers have any concerns about any issues or questions raised, the member of staff will discuss their concerns with the Designated Safeguarding Leads as appropriate. The safeguarding policy and procedures will be followed.

7.4 Students

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

8. Parents' right to withdraw

Parents/ carers 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. NB: students cannot be withdrawn from

Relationships side of RSE. Further information on this can be found in Section 11 and in appendix 1.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents/ carers and take appropriate action (this may be delegated to an appropriate member of staff).

Alternative work can be provided to students who wish to be withdrawn from the non-statutory aspects of PSHE.

9. Training

Staff can request training on the delivery of RSE as part of their continuing professional development and it is included in our continuing professional development calendar.

The leader of PSHE will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the leader of PSHE:

- Planning of resources and scheme of learning
- Learning walks
- Providing and catering for appropriate CPD where necessary

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

This policy will be reviewed by the leader of PSHE annually. At every review, the policy will be approved by the local governing body.

11. Further information

Further information can be found at:

- Government guidance for school on Relationships and Sex Education:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

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

TOPIC	STUDENTS 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	STUDENTS 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, honor-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)

TOPIC	STUDENTS SHOULD KNOW
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:		Mentor group:	
Name of parent/carer:		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/carers	

RELATIONSHIPS & SEX EDUCATION POLICY

Written by Mrs Catlin

September 2023

Reviewed by Mrs Pettman

October 2023

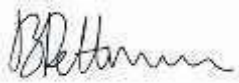
Next review due:

October 2025

Approved by Governors:

Signed:

Signed:



Headteacher – Mrs Pettman

Chair of Governors Mr Kershaw

Date: November 2023

Date: November 2023