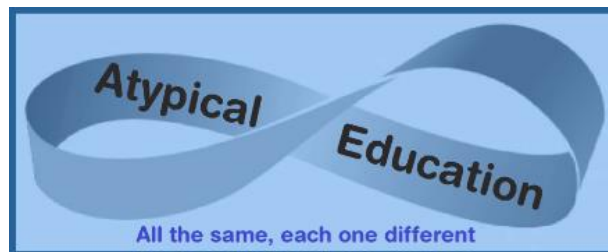


# Relationships and Sex Education Policy

## Atypical Education



<b>Approved by:</b>	Emma Oxnam	<b>Date:</b> 1 <sup>st</sup> September 2022
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## 1. Aims

The aims of relationships and sex education (RSE) at Atypical Education are to:

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

## 2. Statutory requirements

Primary schools must provide relationship education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

Maintained secondary schools must provide RSE to all pupils under the [Children and Social Work Act 2017](#). In teaching RSE, we must regard [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

## 3. Definition

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

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

RSE is not about the promotion of sexual activity.

## 4. Curriculum

Atypical Education's RSE follows a fluid mentoring methodology based on the individual's needs and a pupil-led approach.

We have developed the curriculum considering our pupils' age, developmental stage, needs and feelings. If pupils ask questions outside the scope of this policy, teachers will respond appropriately so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on the following:

- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born

## 5. Delivery of RSE

RSE focuses on giving young people the fundamental building blocks and characteristics of positive relationships and the information they need to help them develop healthy, nurturing relationships of all kinds, including:

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

These areas of learning are taught within the context of family life, taking care to make sure 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 and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different form of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, not condoning or encouraging illegal political activity, such as violent action against people, criminal property damage, hate crime, terrorism or the unlawful use of drugs.

## 6. Use of external organisations and materials

We will ensure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

We **will**:

- › Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use are age-appropriate, in line with pupils' developmental stage and comply with this policy
- › Only work with external agencies where we have complete confidence in the agency, its approach and the resources it uses
- › Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- › Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

We **won't**, under any circumstances:

- › Work with external agencies that take or promote extreme political positions
- › Use materials produced by such agencies, even if the material itself is not extreme

## 7. Roles and responsibilities

### Staff

Staff are responsible for:

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

## 8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE until three 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.

Withdrawal requests should be written using the form found in Appendix 3 of this policy.

## 9. Training

Staff are trained on the delivery of RSE as part of continuing professional development.

Atypical Education will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training.

## Appendix 1: Curriculum map

### Primary

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are essential for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the broader world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families and are essential for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How essential friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are cheerful and welcoming towards others and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to handle these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), make different choices or have different preferences or beliefs</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their happiness</li> <li>• That in school and wider society, they can expect to be treated with respect by others and that, in turn, they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, harmful or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and its implications for both children and adults, including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling wrong about any adult</li> <li>• How to ask for advice or help for themselves or others and to keep trying until they are heard</li> <li>• How to report concerns or abuse and the vocabulary and confidence needed to do so</li> <li>• Where to get advice, e.g. family, school and other sources</li> </ul>

## Secondary

TOPIC	PUPILS SHOULD KNOW
Families	<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 a vital 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 concerning raising 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>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) include trust, respect, honesty, generosity, boundaries, privacy, consent and managing conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <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 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, the 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 concerning the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the exact 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 to be shared further and not to transmit 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 about 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 that carries severe penalties, including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<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 support, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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 about 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 critical 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 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Joe Bloggs will be taking part in all relationships lessons, and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>