



## Relationship and Sex Education Policy

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Date to be reviewed	June 2023
Date of last review	June 2017
Governors Committee accountable for review	Education
Senior Leadership Team member accountable for review	DCB



# Relationship and Sex Education Policy

## 1. Introduction

RSE – Relationships and Sex Education is part of the PSHE programme and as of September 2020 compulsory in all state funded secondary schools. This policy has been informed by:

- Department for Education PSHE Guidance (2020)
- Department of Education RSE Statutory Guidance (2020)
- The PSHE Association

All state funded secondary schools are required to teach Relationships and Sex Education from September 2020 and are mandated to have a Relationships and Sex Education Policy.

## 2. Aims

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, students and other agencies regarding the organisation, content and approach to teaching RSE.
- Help parents and carers to understand RSE and support them to work with their child to secure the very best outcomes for our students.
- Demonstrate how the school meets legal requirements with regards to RSE provision.

High quality Relationships Education will enable our students to:

- Enjoy healthy and positive relationships with others.
- Understand how their behaviour affects others and vice versa.
- Value and understand the importance of maintaining good relationships.
- Understand the importance of positive and healthy relationships on their wellbeing.
- Make positive choices about how they cultivate and nurture friendships and relationships.
- Be aware of and respect different types of relationships in accordance with the Equalities Act 2010.
- Understand and respect differences and combat all forms of bullying and discrimination.
- Develop positive character traits and personal attributes such as self-respect, kindness, honesty, integrity and resilience.
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong.

- Recognise the value of committed relationships and marriage.
- Recognise unhealthy and abusive relationships, including violence and sexual exploitation, and have strategies to challenge negative behaviours and know when and where to seek help if there are concerns.
- Know what to do if there are problems within relationships both on and offline, how to keep safe and know when and where to go to seek help.
- Have factual knowledge about intimate and sexual relationships and sexual health, including knowledge about the law for these topics.
- Understand that intimate and sexual behaviour should never be entered into as a result of coercion and peer pressure and how to report concerns.
- Ask a trusted adult regarding any concerns about relationship issues and avoid viewing any inappropriate material, or entering into social media conversations, that could cause them harm.

### **3. Equal opportunities**

The ethos of equal opportunities also underpins the teaching of RSE. RSE should act as a basis for promoting equality between individuals and groups. It involves an exploration of human and social diversity and a fostering of self-esteem and self-worth in a learning environment that recognises and respects difference. We work to ensure that our RSE is relevant and accessible to all our students and that it is appropriate for all levels of understanding and maturity. We also work to ensure it is respectful of how young people choose to identify themselves, their sexual orientation and gender identity.

### **4. School Curriculum**

Aims for the School Curriculum:

- The school curriculum aims to provide opportunities for all students to be challenged, learn and to achieve.
- The school curriculum uses a holistic approach to promote students' spiritual, moral, social, emotional and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

Statutory Relationships and Sex Education is delivered through the PSHCE curriculum and is taught at an age appropriate level. Outcomes for Relationships and Sex Education for the end of secondary school are defined by the DfE and shape what will be taught.

- Families
- Respectful relationships, including friendships
- Online media
- Being safe: including grooming and FGM
- Intimate and sexual relationships, including sexual health
- The Law

Other opportunities exist throughout the curriculum for promoting RSE. All subjects but particularly Biology, PSHCE, Religious Studies, English, History and work done in form period provide a regular focus for exploring different elements of RSE. The Designated Safeguarding Lead maintains overall responsibility for RSE across the school, jointly liaising with the PSHCE Coordinator, the Student Development Team, Form Tutors and relevant Subject Leaders with regards to planning, implementation and review of the RSE provision.

A growing number of community-based and outside agencies support RSE at RGS. These include the police, the safeguarding police team, theatre in education groups, Barnardo's, Chilnet, CEOP Ambassadors and our own School Matron. Careful consideration will be given to issues of content, co-ordination and consistency.

a) **PSHCE (Personal, Social, Health and Citizenship Education) – See Appendix 1**

b) **Biology**

Year 8 Biology:

- The human body and reproductive process
- This includes the structure of the reproductive organs, puberty and the physical and emotional changes taking place during adolescence, menstruation, pregnancy and birth

Year 11 Biology:

- Hormonal control of the menstrual cycle
- How hormones and barrier methods can be used as contraception (National Curriculum requirements).

c) **Sixth Form PSHCE**

- An exploration of human and social diversity with the aim to recognise and respect difference, sexual orientation and gender identity with reference to LGBT and issues in the workplace.
- Re-visit and increase understanding of sexual health and sex and the law.
- The implications of the digital world on sexual matters with the aim to inform students about the existence and consequences of sexual extortion.

d) **Core RS**

- Year 9: Matters of Life and Death: abortion, whether life is sacred, fertility treatment, euthanasia

e) **GCSE RS**

- Year 11: Relationships and families

f) **Other subjects / areas**

- Years 7 and 9 have presentations by outside agencies on internet safety.
- Various aspects of the subject emerge in almost every area of the curriculum.
- English Literature is, for instance, an area where questions and discussion will inevitably arise.

- Other subjects such as History also cover aspects of RSE as topics occur. Teachers will respond, of course, if they are asked questions
- IT in Year 7 covers aspects of sex and relationship education related to e-safety and online behaviour.
- Form Period: Thought for Thursday discussion topics.
- If appropriate, students will always be advised to seek advice from their parents, staff, Matron or from relevant health service professionals.

## **5. Confidentiality and Safeguarding**

Teachers and other adults involved in RSE will sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's Child Protection Policy and Keeping Children Safe in Education Part 1, Part 5 and Annex A. In line with the Child Protection Policy, where an adult believes a child may be at risk a Designated Safeguarding Lead should be consulted as soon as possible.

Other school policies, in particular Anti-Bullying, Behaviour, Peer on Peer Abuse, Equality and the Staff Code of Conduct: Guidance for Safe Working Practices for the Protection of Children and Staff support the approach to RSE. School counsellors and Matron are available to deal with issues of a particularly sensitive nature.

## **6. Monitoring and Evaluating RSE**

RSE will be monitored by the school's PSHCE Coordinator and AH Student Development. The delivery within Biology is monitored by the Subject Leader. It is their responsibility to:

- Ensure that RSE occurs in the school curriculum according to the schemes of work.
- Monitor the teaching and learning, providing resources and support as required.
- Evaluate the effectiveness of the programme.
- Ensure any information from external sources is shared with staff to ensure the school is aware of and responding to any local or national issues, particularly around the impact of the digital world and issues associated with Child Sexual Abuse such as sexting and child sexual exploitation.

The policy will be reviewed every 3 years or as necessitated by further development needs and opportunities.

## **7. Withdrawal of students from RSE**

Parents/carers have the right to withdraw their sons from all or part of the sex education programme provided by the School except for those elements included in the statutory curriculum. The School will respect parents'/carers' requests, except in exceptional circumstances. This applies to students up until three terms before their 16th birthday, after that point if the student 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. Parents/Carers should be aware, however, that RSE can occur at any time if it arises naturally from class discussion. Parents wishing to exercise their right are asked to discuss their initial concerns with the Head of Year or the PSHCE Coordinator, but authorisation for any student to be withdrawn for RSE can only be granted by the Headmaster. We highly recommend all students receive the full RSE curriculum.

## Appendix 1

PSHCE – September 2020 onwards	Unit 1 Health and well-being	Unit 2 Wider world	Unit 3 RSE	Unit 4 Health and well-being	Unit 5: RSE	Unit 6 Wider world
Year 7:	Contract of Conduct  Transition & Intro  Diversity, prejudice & bullying discrimination Disability Homophobia Racism Sexism	Remembrance  Remembrance- why we remember and think about history.  Introduction to careers and Launchpad,	Friendships. Healthy and unhealthy relationships  Self-esteem Romance & friendships  Exploring family life and what a healthy relationship looks and feels like.	Risks of alcohol, smoking, and cannabis  Diet and exercise, healthy body image	RSE: Identity and self  Growing up and changing bodies- puberty	Ethical financial decisions  Fundraising  Saving, spending and budgets  Responsibility and climate change
Year 8:	Contract of conduct  Intro to Values Mental Health and emotional well-being including body image  Resilience, change and loss	Leaving home:  Introduction to politics  Government and how it works  Responsibilities of voting	Sex and reproduction  Sexuality and relationships, LGBT+ issues  Contraception and why it is used Introductions to contraception including the condom and the pill. STI basics	<b>MINDFULNESS (10 weeks)</b>		

Year 9: <b>Non timetable termly topics:</b> Tutor time Assemblies Drop down days	Peer Pressure part I Assertiveness and risk Gang and knife crime  Healthy images of self, including: What it means to be a man/woman? Challenging stereotypes and body image	Revisit Launchpad and careers  Understanding careers and options Future aspirations  Target setting- strengths and setting goals as part of GCSE options	Managing conflict at home and the dangers of running away  Tackling homophobia, transphobia and sexism.	Peer Pressure II In relation to illicit substances  Assessing risks of drug and alcohol abuse and addiction.	Relationships and sex education including healthy relationships, consent  Risks of STIs, sexting and pornography.	Keeping yourself safe  Run, hide, Tell. Terrorist action.  Prevent  *First Aid day in Activity weeks
Year 10:	Issues of Mental Health including LGBT+ issues  Mindfulness: Stress and its impact. Reality and acceptance skills  Study skills	Online and Media safety  Risk taking: Knife crime and gang culture  Law and Order  Careers and Kudos, work skills Entrepreneurship  Choices at 16/18	Managing a healthy relationship including domestic abuse and gender roles.  Controlling behaviour and violence.	Prescription and none prescription drugs dangers and interaction as well as the effect on the body.  Steroids and performance enhancers	Aspects of health through sex-basic choices  Pregnancy and contraception  Fertility, infertility and miscarriage  STIs  Sexual risk taking- alcohol and drugs  Consent Sexual pressure media and peers	Extremism and radicalisation  Core British Values  Personal budgets/ student finance/  Tax and living out of the parental home  CVs and covering letters.



## **Appendix 2**

### **Full Statutory Guidance**

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

### **DfE Guide for Parents**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812594/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf)