RELATIONSHIPS AND SEX EDUCATION POLICY

This policy is applicable to Senior School pupils only

This Policy should be read in conjunction with:

- **AEN Policy**
- **Close Personal Relationships between Pupils Policy**
- **E-Safety Policy**
- **Good Behaviour Policy**
- **Safeguarding and Child Protection Policy**

Aims

The aims of Relationships and Sex Education (RSE) at SLC are to:

- Enable pupils to learn about what makes healthy relationships, including with family, friends and online, how to recognise unhealthy behaviour in relationships and how to seek help if they feel unsafe
- Support pupils to develop self-respect, confidence and empathy
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies

Teaching will be age appropriate and will respect the diversity of families and faith in our community.

RSE is not about the promotion of sexual activity.

Policy development

This policy will be developed in accordance with the DfE's latest statutory guidance https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education.

We are committed to on-going consultation with all stakeholders throughout the evolution of SLC's Relationships and Sex Education programme. The policy development process will involve the following steps:

1. **Review** – a working group will pull together all relevant information including national guidance
2. **Staff feedback** – key pastoral staff will be given the opportunity to look at the policy and make recommendations
3. **Pupil feedback** – we will investigate what exactly pupils want from their RSE by meeting with the Pupil Voice Committee to discuss the RSE programme
4. **Parental Feedback** – parents will be consulted to give their views
5. **Ratification** – once amendments have been made, the policy will be shared and discussed with governors and ratified.

Delivery within the curriculum

The Science curriculum includes teaching about reproduction in humans including the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS. Religious education looks at family, values and morals, and the celebration of marriage in different traditions.

PSHE education requires pupils to learn about the main changes which take place in adolescence, and implications for emotional and physical health.

The curriculum for computing covers e-safety. This includes how to use technology responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

Delivery of RSE

RSE will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

The school environment reflects, values and celebrates the diversity of our community.
Across all key stages, pupils will be supported with developing the following skills:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

Skills and knowledge will be taught in an age-appropriate way in Tutor Time on Monday afternoons. Teaching methods are a combination of sharing information, and facilitating discussions and exploring issues and values. Lessons will largely be delivered by teaching staff within school.

According to the Department for Education's statutory guidance, children should learn the following information by the end of secondary school. Some themes will recur throughout key stages 3 and 4, others will be delivered in the most appropriate year only.

Families
- There are different types of committed, stable relationships
- How these relationships contribute to happiness and their importance for bringing up children
- What marriage is, including its legal status compared to other types of long-term relationships
- Why marriage is an important relationship choice for many couples and why it must be entered into freely
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising 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, how to seek help or advice, including reporting concerns about others.

Respectful relationships
- Characteristics of positive and healthy friendships (including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending (non-sexual) relationships
- Practical steps for a range of 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)

- In school and in wider society young people 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
- Different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- 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
- 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
- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online
- 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
- What to do and where to get support to report material or manage issues online
- 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
- 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
- The concepts and effects of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM
- How people can actively communicate and recognise consent, and how it may be withdrawn, in any context

Intimate and sexual relationships, including sexual health
- How to recognise the characteristics of healthy one-to-one intimate relationships
- All aspects of health can be affected by choices related to sex and relationships, positively or negatively
- Facts about reproductive health, including fertility and the potential impact of lifestyle on fertility
- Strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- Young people have a choice to delay sex or to enjoy intimacy without sex
- Facts about the full range of contraceptive choices, efficacy and options available
- Facts around pregnancy including miscarriage
- Choices in relation to pregnancy (with medically and legally accurate, impartial information on all options)
- Sexually Transmitted Infections (STIs), the impact they can have on those who contract them and key facts about prevention and treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- Sources of advice, including how to access confidential sexual health advice and treatment

Roles and responsibilities
The Governing body

Reference:
Owner: SS Dep Hd (P)
Version: 1.0
Effective Date: 1.11.2021
Last reviewed: Oct 23
Next review due: Oct 24

The governing body will approve the RSE policy and hold the Head of College to account for its implementation.

Staff

Staff are responsible to the Head of College for:

- Delivering RSE in a sensitive way, taking account of pupils' cultural and faith backgrounds
- Modelling positive attitudes to RSE, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching aspects of RSE should discuss the concern with the Deputy Head (Pastoral).

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, as they would be expected to in any other lesson.

Parents' right to withdraw

Parents have the right to withdraw their children from the sex education components of RSE. That means the lessons that cover physical aspects of sexual development and intimate relationships, and sexual health. Requests for withdrawal should be put in writing and addressed to the Head of College. A copy of withdrawal requests will be placed in the pupil's file. The Head of College will discuss any such request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education. If parents do choose to withdraw their child from the school's RSE programme, it is their responsibility to educate their child about sex and relationships.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Deputy Head (Pastoral) may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Teaching materials

- Teachers should ensure that pupils are protected from teaching and materials that are inappropriate, having regard to the age and cultural background of the pupils concerned;
- Inappropriate images should not be used, nor should explicit material not directly related to explanation;
- Teachers should ensure familiarity with the material before using it in the classroom.
- Particular attention should be paid to the appropriateness of Internet sites. The school's filtering mechanisms should help to prevent access to unsuitable material.

Coping with difficult questions

- Teachers should establish clear parameters of what is appropriate or inappropriate in a whole class setting. A set of ground rules should be used to create a safe environment and to avoid unnecessary embarrassment from unintended or unexpected questions. If a question is too personal, remind the pupil of the ground rules.
- Teachers can avoid embarrassment and protect pupils' privacy by depersonalising discussions using role-plays, videos and scenarios.
- If a teacher does not know the answer to a question, it is important to acknowledge this and to suggest further research by both teacher and pupil.

- If pupils need further support, they can be referred to an appropriate person such as the Chaplain, a School Doctor or the School Nurse.
- If a question is inappropriate for the whole class, a teacher may nevertheless feel it appropriate to attend to it on an individual basis.
- If a teacher is concerned that a pupil is at risk, the guidelines set out in the School's Child Protection Policy must be followed.

Child Protection, confidentiality and personal disclosures
- Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosures of a child protection issue. If this happens, teachers must follow the Child Protection Policy guidelines and speak to the DSL.
- Pupils must know that teachers cannot offer unconditional confidentiality.
- Pupils must be reassured that if confidentiality has to be broken, they will be informed and supported as appropriate, and that their best interests will be maintained.
- Pupils can be informed that there are sources of help from outside the school's teaching staff, in particular the Chaplain, the School Doctors and the Nurses, though they also cannot guarantee absolute confidentiality either.
- Personal disclosures may take place at an inappropriate time or place. If this happens, the teacher should talk again individually to the pupil before the end of the day.
- If teachers are unsure about the extent to which confidentiality can apply, they must seek advice and discuss the matter with an appropriate colleague such as the Head of College, the Deputy Head (Pastoral) or the Chaplain without necessarily giving the name of the pupil.

Monitoring arrangements
The delivery of RSE is monitored by the Deputy Head (Pastoral) and the Head of PSHE through: planning scrutinies, learning walks, pupil feedback. Pupils' engagement with and understanding of the RSE programme is monitored by tutors and HSMs.

This policy will be reviewed in accordance with the Policy Review Schedule

Revision History

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