

ST MARGARET'S PREP



ST MARY'S CALNE

## **Relationships and Sex Education Policy**

Issued by:	Deputy Head Pastoral (SGT)
Last review:	November 2024
Next review due:	November 2025
Governor Reviewed:	Autumn Term 2024
Location:	Website Staff Portal



# Relationships and Sex Education Policy

## Contents

1. Rationale and ethos .....	2
2. Statutory requirements .....	3
3. Definitions of key terms .....	4
4. Roles and responsibilities.....	4
5. Legislation .....	5
6. Curriculum design.....	5
7. Safe and Effective practice .....	6
8. Safeguarding .....	6
9. Engaging stakeholders .....	6
10. Monitoring, reporting and evaluation.....	7
12. RSE policy review date .....	8
13. Appendix.....	9
13.1 Appendix 1: Curriculum map .....	9

## 1. Rationale and ethos

Relationship and Sex Education (RSE) is an integral element of a broader developmental personal, social, health and economic (PSHE) education programme. The Sex Education Forum defines RSE as learning about the emotional, social and physical aspects of growing up, relationships, gender, sex, human sexuality and sexual health. The delivery of effective RSE will also promote the social, spiritual, moral, cultural, mental and physical development of our pupils and prepare them for the responsibilities and experiences of later life. Our provision will therefore ensure that relationships and sex education will be delivered at a level appropriate to both the age and development of pupils, and

that parents and pupils are able to voice opinions and concerns relating to the relationships and sex education provision.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover the importance of consent, contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. A key and repeated area of RSE is the discussion of **consent in relationships**.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual or non-sexual relationships, at the appropriate time. Given the increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, an effective delivery of RSE is key to developing the skills, values, attributes and knowledge to keep pupils safe and prepare them for life.

We will ensure RSE is inclusive and meets the needs of all our pupils, including those with special education needs and disabilities (SEND) by taking into account the ability, age readiness, and cultural backgrounds of our students and those with English as a second language to ensure that all can fully access the RSE and PSHE provision. Every child's needs will be considered when planning lessons and activities, working in conjunction with relevant departments.

All teaching of RSE is age appropriate, inclusive and meet the needs of all St Mary's pupils. It will reflect diversity and supports equal opportunities by referring to the nine protected characteristics of the Equality Act 2010. It will also foster gender equality and LGBTQIA+ rights and challenge notions of prejudice and discrimination. We have a duty to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBTQIA+). All staff delivering this programme will educate without prejudice or discrimination and promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude.

## **2. Statutory requirements**

As a secondary school, we must provide RSE to all pupils 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. Furthermore, this policy has been written with regard to all guidance under section 80A of the Education Act 2002 that applies in relation to the provision of RSE by maintained schools.

This policy was developed in response to:

- Statutory guidance on RSE and health education
- Keeping children safe in education 2024
- Equality Act 2010: advice for schools

- Alternative provision
- Cyber bullying: advice for headteachers and school staff
- Sexual violence and sexual harassment between children in schools and colleges
- Promoting fundamental British values as part of SMSC in schools
- The policy has also been updated with regard to Review of sexual abuse in schools and colleges

### 3. Definitions of key terms

The term **Relationships and Sex Education (RSE)** is used here in order to promote the importance of teaching positive relationship building and well-being alongside biological aspects of this content.

According to DfE guidance, RSE is:

- Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of consensual, stable and loving relationships, respect and love and care. It is also about the teaching of sex, sexuality and sexual health.
- “Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.” (2021)
- “Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed, it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.” DfE ‘Sex and Relationship Guidance’, 2000.
- “Secondary schools should cover LGBT [IA+] content in their RSE teaching. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.”

The term Digital Literacy refers to how pupils are increasingly requiring the skills to draw the distinction between life online and the real world. It is very likely that most young people will be operating regularly online and exploring the world through this medium, which has many advantages but also can mean that they encounter more extreme perspectives. Certain online platforms host content that will display exaggerated lifestyles, idealised profiles, or harmful subject matter. It is therefore essential that our delivery of RSE incorporates the teaching of Digital Literacy in order to create an awareness and approach that safeguards the child so that they can navigate their way online safely.

### 4. Roles and responsibilities

The Head of Personal Development, Tim Waldron, has overall responsibility for the teaching of RSE. He will produce and regularly review the curriculum, in consultation with the Deputy Head Pastoral and the PSHE/RSE teaching staff.

Teaching staff will receive RSE training through resources compiled by the Head of Personal Development along with INSET time led by both internal staff and external speakers on specific topics within RSE. Staff are responsible for modelling positive attitudes towards RSE and when teaching aspects of RSE will monitor progress and deliver the content in a sensitive manner that responds to the needs of pupils at St Mary's.

This policy has been developed in consultation with pupils, parents, staff and governors. The process of developing the policy involved several stages including a review, staff consultation, parent/stakeholder consultation, pupil consultation and ratification.

The Governing board will both approve the RSE policy and hold the Head to account for the implementation of the policy. The Head is responsible for managing requests to withdraw from components of RSE and is for ensuring that RSE is taught in a manner that is consistent with this policy.

## **5. Legislation**

Under the new government statutory guidelines, Relationship and Sex Education will be compulsory for all secondary schools, including independent schools from September 2020. Up until this point, RSE had not been compulsory for independent schools although at St Mary's Calne we have been delivering it as part of our wider PD and Wellbeing programme.

The new RSE statutory requirements bring England in line with the United Nations Special Rapporteur on the right to education, stating that "the Right to Education includes the right to sexual education". The Education Select Committee recommended RSE Education as a step to tackle sexual harassment and bullying in schools and as part of safeguarding RSE promotes wider child protection including through content on internet safety and all forms of bullying and harassment. There is evidence that RSE has the potential to influence young people's sexual behaviour, such as delaying initiation of sex, reducing the frequency of sex or the numbers of partners and increasing the use of contraceptives. Moreover, there is evidence that RSE has the potential to mitigate the risk of pornography influencing children and young people's engagement in risky behaviours.

## **6. Curriculum design**

RSE that is age and stage appropriate is addressed across all key stages of a pupil's education using a range of resources including quality assured resources from or recommended by the PSHE association. The content is embedded in the PD programme which takes place in core lessons with each class in the school receiving one timetabled lesson a week from LIV through to UVI. This differs only in LVI, during which time students receive a collapsed timetable on Saturday morning when they receive PSHE, RSE, Careers and study skills sessions. They will continue to receive sessions on RSE during this time.

The content is taught using a range of teaching methods and interactive activities, including videos, film clips, visual aids, worksheets, discussion, interactive white board activities, kinaesthetic activities and the use of power points. Learning will be assessed in the classroom through, progress checkers, questions and answers, discussion, teacher assessment peer to peer review and pupil self-assessment. The content delivery will be differentiated using extension tasks and higher order questions.

Learning about relationships and sex education in PSHE lessons will compliment and link to similar topics in subjects including Biology, Computer Science, Critical thinking, and Religious studies. Shared Schemes of Work will inform all departments of cross-curricular learning.

St Mary's will also utilise workshops from external agencies that may take place when available throughout the year. The full programme can be found in the Appendix to this policy.

## **7. Safe and Effective practice**

A safe learning environment will be established by providing staff training and by teachers and pupils agreeing on ground rules at the beginning of lesson, and if necessary, revisiting these for specific topics. Pupils will always be signposted to staff they can talk to and external agencies for each topic and with 'Where to go for help' posters in classrooms and around school.

Before a sensitive topic, pupils will be told of the timings well in advance, both through the programme of study and verbally by the teacher. If a pupil feels uncomfortable or sensitive about a topic, they will be encouraged to speak to either their teacher or a member of their pastoral staff, and, if appropriate, other arrangements will be made for that pupil for that lesson.

Pupils will be able to raise questions anonymously by using the question box at the end of each lesson. This way the pupil can stay anonymous but will ensure their question is answered.

## **8. Safeguarding**

Issues surrounding confidentiality come into sharp focus because of the nature of many topics covered by RSE. Any disclosure, which indicates the pupil is at risk, must be reported to the Designated Safeguard Lead or Deputy, in accordance with the school's safeguarding policy. Teachers must not promise absolute confidentiality to students. Teachers are obliged to pass on disclosures only as defined in the Safeguarding Policy and the school's policy on Sex and Relationship Education.

All external speakers are required to agree to the visitor's regulations: they are required to complete a Presentation Form prior to their arrival. This is given to pastoral and teaching staff to inform them of any topic that may be sensitive to. External speakers should inform a member of staff about any disclosures. A speaker will not be left alone with any pupils, or in a room without a member of staff at any point during their visit.

## **9. Engaging stakeholders**

It is important that as a school we work in partnership with parents and guardians on the RSE curriculum. The RSE policy will be available on the school's website together with the Curriculum Maps for each year group. Staff can view the Schemes of Work which set out the timings of the curriculum, learning objectives and resources in the PD section on Teams.

We will communicate to parents about their right to withdraw before the beginning of each academic year. Legislation states that parents can choose to withdraw their child (following discussion with the school) from any or all of aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. After that point, as if a child wishes to

receive sex education rather than be withdrawn, we will provide the child with sex education during one of those terms. Parents will not be able to withdraw their child from any aspect of Relationship Education or Health Education. Parents and guardians should be aware that sex and relationships topics can arise incidentally in other subjects, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. If a pupil is withdrawn from either all or aspects of Sex Education, they will spend that time completing independent supervised study or in House (this will be dependent on their year group).

## **10. Monitoring, reporting and evaluation**

As per PSHE, pupils will have opportunities to review and reflect on their learning through formative assessment throughout lessons. We recognise that students should have opportunities to reflect on their learning, especially when that learning relates directly to their own identity – their personal qualities, attitudes, skills, attributes, achievements and influences. The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that “schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas”. The progress of pupil learning is assessed against learning objectives through pre and post learning reviews. In addition to this, feedback is given verbally, and progression is monitored through the use of questioning in the classroom and through reviewing book work. Pupils also complete low stakes quizzes and knowledge audits at key points within the year.

Teachers will critically reflect on their work in delivering RSE through the school’s programme of PDP and regular peer evaluations and observations by the Head of PD, the Deputy Head Pastoral and other senior staff. End of unit review forms will be influential in adapting and amending planned learning activities and will be used to inform planning through the academic year.

## **11. Right to withdraw**

Parents will have a right to withdraw from Sex Education only (not relationship education or health education, or other elements of PSHE) up to three terms before the child turns 16, then it is the choice of the child. If a parent wishes to withdraw their child from Sex Education or would like to discuss the contents of the curriculum further, please contact the Deputy Head Pastoral who will then pass this onto the Head. Alternative work will be provided for those students who are withdrawn from Sex education.

If a pupil is withdrawn from the school’s sex education lessons, it is the school’s responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education (Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance - DfE 2019). We define Relationships and Health Education (no right to withdraw) as including:

- The features of positive, respectful and healthy relationships.
- Sexual consent and delaying sexual activity.
- The definition of sexual harassment and the reporting structure within the school.

- Consent and boundaries and sexual violence including coercion, sexual assault and rape
- Female Genital Mutilation
- Types of families and relationships, including LGBTQIA+.
- The role of parents and family values.
- Committed relationships including civil partnerships and marriage.
- Unhealthy relationships including forced marriage, domestic violence and coercive control.
- The negative influence of film, social media and pornography on perceptions of sex.
- Different types of relationships, how to manage difficult relationships and ending friendships
- Puberty and how bodies change, the menstrual cycle and how to deal with difficult emotions
- Healthy lifestyles including personal hygiene and body image
- Mental health and wellbeing including anxiety and self-harm
- Different methods of contraception and sexually transmitted infections
- Abortion
- Fertility challenges

The school defines Sex Education (right to withdraw) as:

- The different forms of sexual contact and activity which would include vaginal sex, oral sex and anal sex.

## **12. RSE policy review date**

This policy will be reviewed by parents and staff before completion. As part of effective RSE provision, the RSE policy will be reviewed every two years to ensure it continues to meet the needs of pupils, staff and parents and that is in line with current Department of Education advice and guidance. It will be reviewed by the Head of Personal Development and the Deputy Head Pastoral.

-----



## 13. Appendix

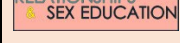

### 13.1 Appendix 1: Curriculum map.










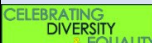
## St Mary's School Personal Development and Wellbeing Overview 2024/25

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>L I V</b>	<b>Transition and safety</b>  -Being Me -Our Identity -Breaking down stereotypes incl Protected Characteristics -Physical Health and First Aid -Mental health Black History Month	<b>Living in the Wider World</b>  Why is Politics important? How is our country run? Creating a political party Elections & campaigning Political debates & Parliament Anti-bullying week	<b>Health and Wellbeing</b>  <b>Body change – puberty 1</b> -Physical and emotional changes -Self-esteem -Puberty/hygiene including dental. -Body Development -Periods Emotions	<b>Living in the Wider World</b>  -What are Drugs and what are the risks? -Gangs -Knife Crime -Peer Pressure -Staying safe online	<b>Building relationships</b>  -What is a positive relationship? -Consent and boundaries. -Positive friendships -Managing peer pressure	<b>Living in the Wider World</b>  -Intro to careers -Team Work Skills
<b>M I V</b>	<b>Relationships: Identity</b>  -Diverse relationships and families -Families -civil partnerships, marriage and divorce. -Digital awareness and relationships. -What is sexuality?	<b>Living in the Wider World: Citizenship</b>  -Teamwork skills -British Values and morality -Parliament and the Law -Crime and punishment Anti-bullying week	<b>Health and Wellbeing</b>  -Drug and alcohol misuse. -County lines -Risk management -Prescription drugs and illegal drugs. -Addiction, habit and dependence. -Physical activity, fueling and nutrition.	<b>Relationships:</b>  -Types of social relationships -Consent -Healthy relationships -Dealing with conflict -Introduction to contraception. -Menstrual cycle	<b>Living in the Wider world</b>  -Careers -Budgeting & Finance -Self Esteem -Body Image	<b>Health and Wellbeing.</b>  Proud to be Me Health & Wellbeing Stress Management

U I V	<b>Living in the wider world</b>  -The transition into year 9. EDI & Protected Characteristics Conspiracy theories and misinformation. Terrorism Extremism Radicalisation PREVENT Counter-Terrorism Fake News and the media.	<b>Relationships.</b>  <b>Healthy and toxic relationships.</b> Safeguarding – including the topics of sexual assault and FGM Romantic Relationships Contraception Consent Sexual health Anti-bullying week	<b>Health and Wellbeing</b> Drug and substance abuse. Drug Addiction Cannabis Illegal Drugs Volatile Substance Abuse	<b>Living in the wider world</b>  Picking Options and transition to GCSE First Aid Conflict Management Importance of happiness	<b>Living in the Wider world</b>  -Neurodiversity -Celebrating diversity and HBT language. -Diversity project. -HIV and Aids -Families and parenting	<b>Health and wellbeing</b>  Fueling and nutrition The Wellbeing Game.
	<b>Emotional wellbeing</b>  Managing challenging conversations. Reframing negative thinking Mental health and emotional wellbeing Anxiety, Depression, use of language. Safeguarding Loot-boxing.	<b>Living in the wider word</b>  Critical thinking, deep fakes and fake news. Cults and religions. Exploring FBV LGBTQIA+ rights Development of Human rights	<b>Relationships</b>  Consent and coercive control The manosphere and modern masculinity Digital security Healthy relationships	<b>Living in the Wider world</b>  -Targeted ads and click bait. Consumer Rights -Social Media -Personal Finance	<b>Living in the Wider world</b>  Honour based violence Modern day slavery Causes of crime Road safety awareness	<b>Living in the Wider World</b>  Positive action and protest Gross National Happiness Women's rights and equality.
	<b>Living in the</b>	<b>Health and</b>	<b>Relationships</b>	<b>Living in the</b>	<b>Health and</b>	

Y E A R U V	<b>wider world</b> <b>LIFE BEYOND SCHOOL</b>	<b>Wellbeing</b> <b>HEALTH &amp; WELLBEING</b>	<b>RELATIONSHIPS &amp; SEX EDUCATION</b>	<b>wider world</b> <b>STAYING SAFE ONLINE &amp; OFFLINE</b>	<b>Wellbeing</b> The BIG PD	
	Careers CV Writing Interviews Personal statements Careers for change	Parenthood Pregnancy Cancers awareness Organ Donation & Medical Ethics Fertility and what impacts it	Alcohol and bad choices Long term commitments Different families Contraception 2 Sexual Health	Drugs Festivals Substance addiction	quiz Pupil review survey	

## Sixth Form Scheme of Learning

### LVI – Collapsed timetable for Personal Development and The Futures Programme on Saturday mornings.

We are lucky to have the valuable resource of generous time dedicated to a core 'Futures' programme for LVI. The programme aims to equip pupils with the skills and information to succeed academically and personally during their time in the Sixth Form and beyond.

These sessions cover various areas including:

- Careers and enterprise
- Life skills such as self defence and first aid
- Introduction to DIY
- Study skills and EPQ.
- Personal Development and RSE

RSE in LVI covers the following topics:

- Personal safety, consent and identifying risk when going out or attending parties/festivals (in relation to sexual assault).
- Awareness of risks such as spiking (types of drugs used in drink spiking, including warning signs/symptoms and methods of reducing risk)
- Contraception and STIs.

UVI – During UVI, all students have a timetabled PD lesson each week.

Autumn 1		Autumn 2		Spring 1		Spring 2	
	YEAR 13 EMOTIONAL WELLBEING UNIT		SIXTH FORM RELATIONSHIPS & SEX EDUCATION		YEAR 13 PERSONAL FINANCE		YEAR 13 DRUGS & RISK EDUCATION
<ol style="list-style-type: none"> <li>1. Health care</li> <li>2. The Brain</li> <li>3. Nature Nurture and Mental Health</li> <li>4. Understanding the role of parents and careers</li> <li>5. Looking after your mental health</li> <li>6. Sleep</li> <li>7. Physical health</li> <li>8. Stress management.</li> </ol>		<ol style="list-style-type: none"> <li>1. Values</li> <li>2. Pick up artists</li> <li>3. Fertility and Menstrual charting</li> <li>4. Types of families</li> <li>5. Alcohol and choices</li> <li>6. Sexual health</li> <li>7. Revisiting contraception</li> </ol>		<b>MOCKS</b> <ol style="list-style-type: none"> <li>1. Cost of living at Uni</li> <li>2. Research task</li> <li>3. Understanding finances</li> <li>4. Borrowing money and risks</li> <li>5. Budgeting game</li> <li>6. Careers in a global economy</li> </ol>		<ol style="list-style-type: none"> <li>1. Festival drugs</li> <li>2. Cannabis products</li> <li>3. PD project 1</li> <li>4. Project presentations 2</li> <li>5. Project presentations 3</li> </ol>	