



ST MARY'S CALNE

RSE Policy

Contents

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

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 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 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 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 good 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 LGBTQ+ 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 (LGBTQ+). 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 2021: for schools and colleges](#)
- [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 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 headteacher 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.

It will be 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 and will be differentiated using extension tasks and higher order questions.

Learning about relationships and sex education in PSHE education lesson 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 on the Parent Portal under PD curriculum mapping (it can also 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. Both the RSE and PSHE Policies 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 with their Day Housemistress in House.

10. Monitoring, reporting and evaluation

As per PSHE, pupils will have opportunities to review and reflect on their learning through formative assessment throughout lessons. Feedback is immediate, constructive and positive. Across all key stages, written work is recoded in each pupil's PD book. Marking is less structured with consideration given to the volume of work completed orally. Any concerns are to follow the school's sanction policy which should begin with a CPOMs.

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 Headteacher. Alternative work will be provided for those students who are withdrawn from Sex education.

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.

This policy will be reviewed annually by the Head of Personal Development and the Deputy Head Pastoral.

Action	Policy to be reviewed annually	Completed	Location
Review	SGT/TJW September 2021/TJW November 2022	Y	Teams
Approved	November 2022	Y	Website

13. Appendix

13.1 Appendix 1: Curriculum map.

St Mary's School Personal Development and Wellbeing Overview 2021/22

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

	LIFE SKILLS & WELLBEING	CELEBRATING DIVERSITY & EQUALITY	RELATIONSHIPS & SEX EDUCATION	RIGHTS, RESPONSIBILITIES & BRITISH VALUES	STAYING SAFE ONLINE & OFFLINE	HEALTH & WELLBEING	LIFE BEYOND SCHOOL	CREATIVE CURRICULUM
	Autumn 1 (6)	Autumn 2 (6)	Spring 1 (6)	Spring 2 (4)	Summer 1 (5)	Summer 2 (4)		
Year 7	Transition and safety Safe Space Transition to secondary school Staying safe and first aid <input type="checkbox"/> Identity <input type="checkbox"/> Citizenship <input type="checkbox"/> Nationalities	Living in the Wider World Diversity prejudice and bullying – <input type="checkbox"/> Voting <input type="checkbox"/> General Elections <input type="checkbox"/> Democracy <input type="checkbox"/> Making Laws UNCRC lessons Consultation on anti-bullying policy	Health and Wellbeing Body change – puberty 1 Physical and emotional changes <input type="checkbox"/> Puberty <input type="checkbox"/> Body Development <input type="checkbox"/> Periods <input type="checkbox"/> Emotions	Living in the Wider World <input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input type="checkbox"/> Knife Crime <input type="checkbox"/> Peer Pressure	Building relationships What is a positive relationship? <input type="checkbox"/> Consent <input type="checkbox"/> Friendships <input type="checkbox"/> Toxic Masculinity <input type="checkbox"/> Positivity FGM	Living in the Wider World <input type="checkbox"/> Communities <input type="checkbox"/> Sleep <input type="checkbox"/> Team Work <input type="checkbox"/> Skills & Qualities		
Year 8	Relationships: Identity Diverse relationships and families Families -civil partnerships, marriage, long distance, divorce Digital awareness and relationships. Gender identity and sexual orientation	Living in the Wider World: Citizenship Parliament and the Law British Values Hope not Hate (prejudice online) Anti-bullying consultation Volunteering and active citizenship	Health and Wellbeing Drug and alcohol misuse 2. Risk management Prescription drugs and illegal drugs. Addiction, habit and dependence County lines	Relationships: <input type="checkbox"/> LGBT + Gender <input type="checkbox"/> Love <input type="checkbox"/> Consent <input type="checkbox"/> Relationships <input type="checkbox"/> The menstrual cycle and puberty	Living in the Wider world <input type="checkbox"/> Self Esteem <input type="checkbox"/> Body Image <input type="checkbox"/> Budgeting & Finance <input type="checkbox"/> Careers	Health and Wellbeing. <input type="checkbox"/> Health & Wellbeing <input type="checkbox"/> Safeguarding <input type="checkbox"/> Stress Management <input type="checkbox"/> Healthy eating		

<p>Y E A R 9</p>	<p>Living in the wider world</p> <p>RIGHTS, RESPONSIBILITIES & BRITISH VALUES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Terrorism <input type="checkbox"/> Extremism <input type="checkbox"/> Fake News <input type="checkbox"/> Media 	<p>Relationships.</p> <p>RELATIONSHIPS & SEX EDUCATION</p> <p>Healthy and toxic relationships.</p> <p>Safeguarding – including the topics of sexual assault and FGM</p> <p>Romantic relationships</p> <p>Contraception 1</p> <p>Consent</p> <p>Sexual health</p>	<p>Health and Wellbeing</p> <p>STAYING SAFE ONLINE & OFFLINE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cannabis <input type="checkbox"/> Illegal Drugs <input type="checkbox"/> Drug Addiction <input type="checkbox"/> Volatile Substance Abuse 	<p>Living in the wider world</p> <p>LIFE BEYOND SCHOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Picking Options <input type="checkbox"/> First Aid <input type="checkbox"/> Conflict Management <input type="checkbox"/> Budgeting 	<p>Relationships</p> <p>RELATIONSHIPS & SEX EDUCATION</p> <p>Consent</p> <p>Celebrating diversity and HBT language.</p> <p>HIV and Aids</p> <p>Families and parenting</p>	<p>Health and Wellbeing.</p> <p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Media & Airbrushing <input type="checkbox"/> Grief & loss <input type="checkbox"/> Cancer Prevention <input type="checkbox"/> Body Confidence
<p>Y E A R 10</p>	<p>Emotional wellbeing</p> <p>HEALTH & WELLBEING</p> <p>Managing challenging conversations.</p> <p>Mental health and emotional wellbeing Anxiety, Depression, use of language.</p> <p>Safeguarding (FGM)</p> <p>Self-harm.</p>	<p>Health and well-being.</p> <p>Physical well-being, food and nutrition.</p> <p>Negative influences: gang culture and the media. Love Island</p> <p>Human Rights</p> <p>LGBT</p>	<p>Relationships</p> <p>RELATIONSHIPS & SEX EDUCATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sharing images <input type="checkbox"/> Porn <input type="checkbox"/> Sexual Abuse & Rape <input type="checkbox"/> Domestic Violence 	<p>Living in the Wider world</p> <p>LIFE BEYOND SCHOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consumer Rights <input type="checkbox"/> Employment Rights <input type="checkbox"/> Social Media <input type="checkbox"/> Personal Finance 	<p>Living in the Wider world</p> <p>STAYING SAFE ONLINE & OFFLINE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Honour Based Violence <input type="checkbox"/> Gambling <input type="checkbox"/> Modern Day Slavery <input type="checkbox"/> Knife Crime 	<p>Living in the Wider World</p> <p>CELEBRATING DIVERSITY & EQUALITY</p> <p>Brexit and trade</p> <p>Knife Crime</p> <p>Critical Race Theory</p> <p>Social Influence</p>
<p>Y E A R 11</p>	<p>Living in the wider world</p> <p>LIFE BEYOND SCHOOL</p> <p>What is the purpose of PSHE?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Careers <input type="checkbox"/> CV Writing <input type="checkbox"/> Interviews <input type="checkbox"/> Personal Statements 	<p>Health and Wellbeing</p> <p>HEALTH & WELLBEING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parenthood <input type="checkbox"/> Pregnancy <input type="checkbox"/> Love and Abuse <input type="checkbox"/> Cancers <input type="checkbox"/> Organ Donation & Medical Ethics 	<p>Relationships</p> <p>RELATIONSHIPS & SEX EDUCATION</p> <p>Long term commitments</p> <p>Different families</p> <p>Contraception 2</p> <p>Sexual Health</p>	<p>Living in the wider world</p> <p>STAYING SAFE ONLINE & OFFLINE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drugs <input type="checkbox"/> Festivals <input type="checkbox"/> Sexualisation of the Media 	<p>Health and Wellbeing</p> <p>Dangers of New Psychoactive Substances</p> <p>Managing revision load and exam stress</p> <p>Developing Negotiation and Compromise. Trading Game.</p>	

Sixth Form Scheme of Learning

LVI	Autumn 1 Health and Wellbeing (6) <small>YEAR 12 HEALTH & WELLBEING UNIT</small>	Autumn 2 Drugs and Risk Education <small>YEAR 12 DRUGS & RISK EDUCATION</small>	Spring 1 Living in the Wider world <small>YEAR 12 PERSONAL FINANCE</small>	Spring 2 Relationships <small>YEAR 12 HEALTH, SAFETY & DIVERSITY</small>	Summer 1 Positive Well-being <small>YEAR 12 POSITIVE WELLBEING UNIT</small>	Summer 2 Decisions and My future
	<ol style="list-style-type: none"> 1. Safe space – curriculum introduction. Promoting wellbeing (H6-H7) 2. Self-concept (identity- virtue ethics/flourishing). What is happiness? 3. Managing risk in a range of contexts. Travel and safety. Scenario risk assessments 4. Healthy lifestyles (work-life balance/sleep) managing illness. 	<ol style="list-style-type: none"> 1. Alcohol safety 2. First aid at a party 3. Spiking 4. Substance misuse 5. Drugs and their effects 6. Synthetic drugs and psychoactive substances 7. Hallucinogens 8. Party drugs 	<ol style="list-style-type: none"> 1. Road safety test 2. Court system UK 3. Personal finance escape room 4. Banks and money 5. Takes and the UK 6. Types of employment 7. What is debt 8. Income and state benefits 9. Insurance 10. Role of trade unions 	<ol style="list-style-type: none"> 1. Relationship zones 2. LGBTQIA+ 3. Toxic masculinity 4. Tackling catcalling 5. Dealing with anger 	<ol style="list-style-type: none"> 1. Stress indicators 2. Stress and performance 3. Dealing with anxiety 4. Fear and anxiety 5. Sleep and mental health 6. Promoting emotional wellbeing 7. Resilience 	<ol style="list-style-type: none"> 1. Sixth form life 2. Uni vs World of work 3. Student finances 4. Media literacy 5. Critical media skills 6. Personal safety 7. Trading and investment 8. UK welfare system 9. What is cancel culture

UVI	<small>YEAR 13 EMOTIONAL WELLBEING UNIT</small>	<small>SIXTH FORM RELATIONSHIPS & SEX EDUCATION</small>	<small>YEAR 13 PERSONAL FINANCE</small>	<small>YEAR 13 DRUGS & RISK EDUCATION</small>	
	<ol style="list-style-type: none"> 1. Health care 2. The Brain 3. Nature Nurture and Mental Health 4. Understanding the role of parents and careers 5. Looking after your mental health 6. Sleep 7. Physical health 8. Stress management 1 9. Stress management 2 10. Body image 	<ol style="list-style-type: none"> 1. Values 2. Porn and relationships 3. Pick up artists 4. Fertility 5. Types of families 6. Menstrual charting 7. Alcohol and choices 8. Sexual health 9. Revisiting contraception 	<p>MOCKS</p> <ol style="list-style-type: none"> 1. Uni money 2. Research task 3. Understanding finances 4. Payment methods 5. Budgeting game 6. Borrowing money 7. Value for money 8. Exchange rates 9. Supermarket inflation game 10. 	<ol style="list-style-type: none"> 1. Festival drugs 2. Cannabis products 3. War on drugs 4. NPS 5. GHB 6. Cocaine 	