



ST MARY'S CALNE

## RSE Policy

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#### 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](#).

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.”

#### **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 has 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 and Religion and Philosophy. 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. In the Lower Years written work is collated in the PSHE section of the Student Profile Books. 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. PSHE and RSE is not included in any reporting cycle. 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	Y	Teams
Approved	November 2021	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



	Autumn 1 (6)	Autumn 2 (6)	Spring 1 (6)	Spring 2 (4)	Summer 1 (5)	Summer 2 (4)
<b>Y</b>	<b>Transition and safety</b>	<b>Living in the Wider World</b>	<b>Health and Wellbeing</b>	<b>Living in the Wider World</b>	<b>Building relationships</b>	<b>Living in the Wider World</b>
<b>E</b>						
<b>A</b>	Safe Space	Diversity	<b>Body change – puberty 1</b>	<input type="checkbox"/> Drugs	<b>What is a positive relationship?</b>	<input type="checkbox"/> Communities
<b>R</b>	Transition to secondary school	prejudice and bullying –	Physical and emotional changes	<input type="checkbox"/> Gangs	<input type="checkbox"/> Consent	<input type="checkbox"/> Sleep
<b>7</b>	Staying safe and first aid	<input type="checkbox"/> Voting	Puberty	<input type="checkbox"/> Knife Crime	<input type="checkbox"/> Friendships	<input type="checkbox"/> Team Work
	<input type="checkbox"/> Identity	General Elections	<input type="checkbox"/> Body Development	<input type="checkbox"/> Peer Pressure	<input type="checkbox"/> Toxic Masculinity	<input type="checkbox"/> Skills & Qualities
	<input type="checkbox"/> Citizenship	Democracy	<input type="checkbox"/> Periods		<input type="checkbox"/> Positivity	
	<input type="checkbox"/> Nationalities	Making Laws	<input type="checkbox"/> Emotions			
		<b>UNCRC lessons</b>				

		Consultation on anti-bullying policy			<b>FGM</b>	
<b>Y E A R 8</b>	<b>Relationships: Identity</b>  Diverse relationships and families Families -civil partnerships, marriage, long distance, divorce Digital awareness and relationships. Gender identity and sexual orientation	<b>Living in the Wider World: Citizenship</b>  Parliament and the Law British Values Hope not Hate (prejudice online) Anti-bullying consultation Volunteering and active citizenship	<b>Health and Wellbeing</b>  Drug and alcohol misuse 2. Risk management Prescription drugs and illegal drugs. Addiction, habit and dependence County lines	<b>Relationships: RELATIONSHIPS &amp; SEX EDUCATION</b> <input type="checkbox"/> LGBT + Gender <input type="checkbox"/> Love <input type="checkbox"/> Consent <input type="checkbox"/> Relationships <input type="checkbox"/> Periods	<b>Living in the Wider world</b>  <input type="checkbox"/> Self Esteem <input type="checkbox"/> Body Image <input type="checkbox"/> Budgeting & Finance <input type="checkbox"/> Careers	<b>Health and Wellbeing.</b>  <input type="checkbox"/> Health & Wellbeing <input type="checkbox"/> Safeguarding <input type="checkbox"/> Stress Management <input type="checkbox"/> Healthy eating
<b>Y E A R 9</b>	<b>Living in the wider world</b>  <input type="checkbox"/> Terrorism <input type="checkbox"/> Extremism <input type="checkbox"/> Fake News <input type="checkbox"/> Media	<b>Relationships.</b>  Healthy and toxic relationships. Romantic relationships Contraception 1 <b>Consent</b> Sexual health	<b>Health and Wellbeing</b>  <input type="checkbox"/> Cannabis <input type="checkbox"/> Illegal Drugs <input type="checkbox"/> Drug Addiction <input type="checkbox"/> Volatile Substance Abuse	<b>Living in the wider world</b>  <input type="checkbox"/> Picking Options <input type="checkbox"/> First Aid <input type="checkbox"/> Conflict Management <input type="checkbox"/> Budgeting	<b>Relationships</b>  Consent Celebrating diversity and HBT language. HIV and Aids Families and parenting	<b>Health and Wellbeing.</b>  <input type="checkbox"/> Media & Airbrushing <input type="checkbox"/> Grief & loss <input type="checkbox"/> Cancer Prevention <input type="checkbox"/> Body Confidence
<b>Y E A R</b>	<b>Emotional wellbeing</b>  Managing challenging conversations.	<b>Health and well-being.</b> <b>Physical well-being, food and nutrition.</b> Negative influences: gang	<b>Relationships</b>  <input type="checkbox"/> Sharing images <input type="checkbox"/> Porn	<b>Living in the Wider world</b>  <input type="checkbox"/> Consumer Rights <input type="checkbox"/> Employment Rights	<b>Living in the Wider world</b>  <input type="checkbox"/> Honour Based Violence <input type="checkbox"/> Gambling	<b>Living in the Wider World</b>  Brexit and trade Knife Crime

10	<p>Mental health and emotional wellbeing Anxiety, Depression, use of language.</p> <p>Safeguarding (FGM)</p> <p>Self-harm.</p>	<p>culture and the media. Love Island</p> <p>Human Rights</p> <p>LGBT</p>	<input type="checkbox"/> Sexual Abuse & Rape <input type="checkbox"/> Domestic Violence	<input type="checkbox"/> Social Media <input type="checkbox"/> Personal Finance	<input type="checkbox"/> Modern Day Slavery <input type="checkbox"/> Knife Crime	<p>Critical Race Theory</p> <p>Social Influence</p>
Year 11	<p><b>Living in the wider world</b></p> <p><b>LIFE BEYOND SCHOOL</b></p> <p>What is the purpose of PSHE?</p> <input type="checkbox"/> Careers <input type="checkbox"/> CV Writing <input type="checkbox"/> Interviews <input type="checkbox"/> Personal Statements	<p><b>Health and Wellbeing</b></p> <p><b>HEALTH &amp; WELLBEING</b></p> <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><b>Relationships</b></p> <p><b>RELATIONSHIPS &amp; SEX EDUCATION</b></p> <p>Long term commitments Different families Contraception 2 Sexual Health</p>	<p><b>Living in the wider world</b></p> <p><b>STAYING SAFE ONLINE &amp; OFFLINE</b></p> <input type="checkbox"/> Drugs <input type="checkbox"/> Festivals <input type="checkbox"/> Sexualisation of the Media	<p><b>Health and Wellbeing</b></p> <p>Dangers of New Psychoactive Substances Managing revision load and exam stress</p> <p>Developing Negotiation and Compromise. Trading Game.</p>	

### Sixth Form Scheme of Learning

	Autumn 1 Health and Wellbeing (6)	Autumn 2 Relationships (6)	Spring 1 Living in the Wider world + Careers (6)	Spring 2 Health and Wellbeing (4)	Summer 1	Summer 2
LVI	<p>Understanding Emotional and Mental Well-being</p> <p>Black History Month</p>	<p>Relationship values (Contraception- Fertility and parenthood.</p> <p>Bullying, abuse and discrimination Bias interrupters.</p>	Rotation 2	Rotation 2		
UVI	<p>Mental health – signs of change. Positive strategies.</p> <p>The brain and pop-psychology (media influence) Monitoring physical health H8 -H9. Sleep H13 First aid.</p>	<p>New friendships and maintaining values (beyond St Marys). Types of relationships (consent). Managing challenges in relationships (power, pleasure, coercive control + ending relationships).</p>	<p>MOCKS Ambitious goal setting and personal values. Global market and cultural awareness in work. Rights in the work place and personal safety (bullying and harassment). The role of trade unions and sources of support.</p>	<p>Risk management. Driving safety How to access health care and types of health care. Accessing sexual health care</p>		