



# **SIR THOMAS RICH'S**

## **Relationships and Sex Education Policy**

This Policy was drawn up in accordance with The Equality Act (October 2010); The Learning and Skills Act (2000), which amended the Education Act (1996); the statutory guidance given in 'Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019' (made under Sections 34 and 35 of 'Children and Social Work Act 2017') which amended the 'Sex and Relationships Guidance' as issued by DfES 0116/2000 in July 2000, Gloucestershire Guidance on Sexual Relationships Education 2019; Gloucestershire Healthy Schools Partnership and 'Time for Change? Personal, Social and Health Education' published by OFSTED April 2007, State of the Nation 2022: Children and Young People's Wellbeing, and the OFSTED Inspection framework.

**Date reviewed:** March 2024

**Status:** Statutory

**Responsibility:** The School's Senior Leadership Team (SLT) writes the policy on Relationships and Sex Education (RSE) Policy in conjunction with the Head of PSHE. The Trustees' Curriculum and Evaluation Committee has responsibility for approving the policy and monitoring its implementation.

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## **1. Introduction**

The School acknowledges its duty to help young people to embrace the challenges of creating a happy and successful adult life by providing them with the knowledge and understanding that will enable them to make well-informed and responsible decisions about their wellbeing, health and relationships and to build their self-efficacy and resilience. The School also understands its responsibility to support young people to make sound decisions when facing risks, challenges and complex contexts; to know how and when to ask for help, and to know where to access support.

'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019' states:

- All schools must have in place an up-to-date written policy for Relationships Education and RSE, which is made available to parents and others;
- schools must consult parents in developing and reviewing their policy;
- schools should ensure that the policy meets the needs of the pupils and parents and reflects the community they serve.

This policy should be read in conjunction with the Child Protection and Safeguarding policy, the ICT policy, the Anti-Bullying policy and the Behaviour and Discipline policy and seen in the context of all other policies.

## **Aims**

- a)** Pupils are encouraged to value their physical, sexual, mental and emotional health, and make responsible and informed decisions on their health, morality and role in society;
- b)** the Relationships, Sex and Health Education (RSHE) curriculum is thoroughly planned, coherent and relevant, following a spiral curriculum, where topics are developed and revisited as pupils progress through the school;
- c)** teaching and materials have regard to the age, religious and cultural background and other protected characteristics of the pupils concerned;
- d)** prejudiced views are challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, alongside other forms of bullying (see the School's Anti-Bullying policy and the Single Equality policy);
- e)** pupils are encouraged to develop positive values and a moral framework that will guide discussions, opinions, behaviour, relationships and shape their future roles, responsibilities and relationships.

Relationships and Sex Education (RSE) should give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should cover healthy relationships, acceptable and unacceptable behaviour in relationships, safer sex and contraception, how to manage situations, and the positive and negative impact relationships can have on mental health and self-respect. Effective RSE supports people, throughout life, to develop safe, fulfilling and healthy relationships, at the appropriate time. Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.

In addition, Health Education should provide young people with the information that they need to make good decisions about their own physical health and mental wellbeing and, when issues arise, know how to seek support as early as possible from appropriate sources. It should promote strategies to help pupils to become confident in their ability to achieve well, to persevere and respond calmly and rationally to setbacks. Effective teaching should reduce stigma attached to health issues and show young people that physical health and mental wellbeing are interlinked. Puberty including menstruation should be covered in Health Education and should ensure that male and female pupils are prepared for changes they and their peers will experience.

## **2. Involvement of Parents, Pupils and Staff**

The delivery of relationships and sex education is not the sole responsibility of schools. Parents and the wider community have much to offer. Parents are the key people in teaching their children about sex, relationships and growing up. The RSE curriculum imparts coherent, relevant and detailed information to support pupils' learning outside school and revisits content regularly and age-appropriately.

The PSHE Curriculum and wider extra-curricular offer are informed by pupil voice through the following: the Pupil Wellbeing Survey (GHLL); the School Council; departmental pupil surveys. It is also informed by and compliant with the statutory government guidance. Curriculum information is available to parents via the school website. Parents are regularly updated via the Deputy Head's termly Pastoral communication and informed of additional workshops and external speakers in advance.

All staff have a responsibility towards promoting and supporting all pupils' PSHE learning and progress. This includes staff within the PSHE department, form tutors, the pastoral team, and all subjects that have common threads with the PSHE Curriculum, such as Computing, Physical Education, Biology, Religious Education, Food Technology, Sixth Form Enrichment Programme.

### **3. Roles and Responsibilities**

The Assistant Headteacher (Personal Development and Head of PSHE) is responsible for devising the PSHE Curriculum so that it is compliant with statutory government guidance and offers varied opportunities for pupils to develop on their PSHE learning and benefit from the content. The PSHE Curriculum is taught by staff of varied specialisms, promoting the holistic nature of the delivery of PSHE. The PSHE Department takes a consistent, cohesive and collaborative approach to planning, teaching and monitoring pupils with their PSHE learning.

The Headteacher, the Deputy Headteacher (Designated Safeguarding Lead), the Assistant Headteacher (i/c Learning and Teaching) and the Deputy Designated Safeguarding Leads oversee the curriculum.

The School recognises that it has a duty to promote the welfare and safety of children through PSHE. Pupils will be educated about Honour Based Violence, Forced Marriage, FGM, Homophobic, Transphobic and Biphobic bullying, Domestic Abuse, Online Grooming, Child Sexual Exploitation, and given the opportunity to develop the skills they need to stay safe from all forms of abuse, knowing where to report concerns and where to receive support.

All incidents involving pupil produced sexual imagery will be responded to following the Keeping Children Safe in Education statutory guidance. In addition, the School will usually follow the guidelines set out in Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People, in order to protect children from harm and where possible not criminalise young people unnecessarily. Decisions will be based on the best interests of the young people involved, taking into account proportionality as well as the welfare and protection of the young people.

### **4. The Curriculum (see Appendix 1)**

The PSHE and RSE curricula aim to complement, and support, the school's ethos and supplement the School's policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding as well as the School's approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

Relationships and sex education is covered within the Personal, Social and Health Education curriculum (PSHE) in Years 7-10 and Enrichment in the Sixth Form. This includes teaching about: Families; Respectful Relationships, including Friendships; Online and Media; Being Safe (The Law); Intimate and Sexual Relationships, including Sexual Health. Health education is also covered within PSHE in Years 7-10 and Enrichment in the Sixth Form. This includes teaching about: Mental Wellbeing; Internet Safety and Harms; Healthy Eating; Drugs, Alcohol and Tobacco; Health and Prevention; Basic First Aid; Changing Adolescent Body; Healthy body image. Biological human reproduction and development, STIs and other topics also continue to form part of National Curriculum Science. There is also overlap with National Curriculum Physical Education, the GCSE Religious Studies (Short Course- mandatory), Food Technology, and National Curriculum Computing. (See Appendix 1)

RSHE is covered during timetabled lessons for Years 7-10, covering topics which are age-appropriate and planned in accordance with 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019' and GHLL guidance, and planned by the Head of PSHE. The topics are covered by members of the PSHE Department during lessons and a selection of guest speakers and trips. The content is accessible to all pupils, with amendments made to lessons to support SEND pupils. Where necessary, the school's SENCO is consulted on best practice for delivery.

The School has paid for annual membership to the PSHE Association which provides access to government approved PSHE resources and materials and form the foundation of the curriculum. Carefully selected and screened external visitors may play a role in delivering content.

## **5. Monitoring and Evaluation**

The delivery of relationships and sex education, and health education is monitored and evaluated through the use of the pupil voice, through department surveys,, the School Council, and the Pupil Wellbeing Survey conducted by Gloucestershire Healthy Living and Learning (GHLL). The consistency and quality of PSHE learning is also monitored through learning walks, work scrutiny, department meetings, and Approach to Learning (AtL) Student development is monitored by PSHE class teachers through baseline testing at the start and end of each lesson and online 'term review' quizzes. Time is given for pupils to reflect, consolidate and apply their learning of skills to relevant scenarios. These sources all then inform the review, evaluation and target setting within the PSHE department.

## **6. The Right to Withdraw**

In accordance with 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' (2019) parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

If parents would like their child to be withdrawn from some or all of the sex education, then parents should request a preliminary discussion with the Head of PSHE to ensure that the parents and child's wishes are understood and the importance of sex education is also understood including any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once these discussions have taken place, except in exceptional circumstances, the School should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School can make arrangements to provide the child with sex education during one of those terms. This process is the same for SEND pupils. However, there may be exceptional circumstances where the Headteacher may decide to take a pupil's specific needs arising from their SEND into account when making this decision. If a pupil is excused from sex education, the pupil will be expected to complete alternative work relating to their programme of study during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

## **7. Confidentiality**

PSHE and Enrichment lessons aim to offer pupils an open forum to discuss potentially sensitive issues. However, the School is aware that such discussions can lead to disclosures which may indicate that a child or children are at risk of harm. All pupils are made aware of how to raise their concerns or make a disclosure to a member of staff ('staff' will be taken to include teachers, support staff, and any other adult who is supporting the school in delivery of its curriculum and the care of pupils) and how any disclosure will be handled including if they have a concern about a friend or peer.

Staff will make it clear to pupils that some information cannot be kept confidential, and that if certain disclosures are made we may have to involve outside agencies. This will be particularly relevant in cases where the member of staff and the Headteacher may judge that the pupil is at risk. Pupils will be offered sensitive and appropriate support in the event of such disclosures.

Whilst it is the School's policy to usually inform and involve parents/carers, there is no legal responsibility for teachers to do so if this is against the express wishes of the pupil concerned. The Headteacher will retain the ultimate decision as to the informing of parents/carers. The following procedures will be adhered to by all members of school staff (see Child Protection and Safeguarding policy):

Ground rules for discussion are established at the beginning of every lesson to create an environment of safety, maturity and respect; one in which pupils are encouraged to discuss issues hypothetically as opposed to sharing personal experiences.

## 8. Appendix 1

The following content is now statutory in secondary schools, according to 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019':

### **Relationships and Sex Education: Secondary**

Schools should continue to develop on knowledge on topics specified for the primary phase as required and in addition cover the following content by the end of the secondary phase:

**Families:** different types of relationships; relationships, happiness and bringing up children; what marriage is; why marriage is an important choice which must be freely entered into; other types of long term relationships; roles and responsibilities of parents, characteristics of successful parenting; how to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe, how to seek help or advice.

**Respectful relationships, including friendships:** characteristics of positive and healthy friendships; practical steps they can take to improve respectful relationships; how stereotypes can cause damage; they can expect to be treated with respect and respect others; different types of bullying; some types of behaviour within relationships are criminal, including violent behaviour and coercive control; what constitutes sexual harassment; the legal rights and responsibilities regarding equality.

**Online and media:** their rights, responsibilities and opportunities online; online risks, risks of sharing material online; not to provide material to others that they would not want to be shared; where to get support to report material; the impact of viewing harmful content; sexually explicit material presents a distorted picture of sexual behaviours; sharing and viewing indecent images of children is a criminal offence; how information and data is generated, collected and shared.

**Being Safe:** the concepts 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 from others and how and when consent can be withdrawn (including online).

**Intimate and sexual relationships, including sexual health:** how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships; all aspects of health can be affected by choices they make in sex and relationships; facts about reproductive health, including fertility, lifestyle and menopause; range of strategies for identifying and managing sexual pressure; they have a choice to delay sex or to enjoy intimacy without sex; contraceptive choices; pregnancy, miscarriage; choices in relation to pregnancy- keeping the baby, adoption, abortion, where to get further help; how the different STIs (including HIV/AIDs) are transmitted, how risks can be reduced and facts about testing; the prevalence of some STIs, the impact they have; how the use of alcohol and drugs can lead to risky sexual behaviour; how to get further advice, where to access confidential sexual and reproductive health advice and treatment.

**The Law:** Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example: marriage; consent; violence against women and girls; online behaviours including image and information sharing (e.g. 'sexting'); pornography; abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs; extremism/radicalism; criminal exploitation (e.g. 'county lines'); hate crime; female genital mutilation (FGM).

### **Physical Health and Mental Wellbeing: Secondary**

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

**Mental Wellbeing:** how to talk about emotions; happiness is linked with others; how to recognise the early signs of mental wellbeing concerns; common types of mental ill health (e.g. anxiety and depression); how to evaluate the impact they have on their own or others' mental health; benefits of physical exercise, time outdoors, community participation and service to others on mental wellbeing.

**Internet Safety and Harms:** similarities and differences between the online and real world, over-reliance on online relationships, unhealthy comparison with others, risks of online gambling, how advertising and information is targeted; how to identify harmful behaviours online and how to report them.

**Physical Health and Fitness:** physical activity and positive mental wellbeing, way to combat stress; what constitutes a healthy lifestyle, healthy weight, inactive lifestyle and ill health, cancer, cardiovascular ill health; science relating to blood, organ and stem cell donation.

**Healthy Eating:** how to maintain healthy eating, poor diet and health risks, tooth decay, cancer.

**Drugs, Alcohol and Tobacco:** facts about legal and illegal drugs, risks of drugs and link with mental health; the law and drugs; physical and psychological risks associated with alcohol consumption; physical and psychology consequences of addiction; dangers of prescribed drugs; facts about the harms from smoking tobacco (lung cancer in particular), benefits of quitting and how to quite.

**Health and Prevention:** personal hygiene; dental health; benefits of regular self-examination and screening; immunisation and vaccination; importance of good quality sleep.

**Basic First Aid:** treatment of common injuries; life-saving skills, CPR, purpose of defibrillators.

**Changing Adolescent Body:** puberty, menstrual wellbeing, main changes and implication for emotional and physical health.

## 9. Appendix 2

### OFSTED

OFSTED is statutorily required under Section 10 of the School Inspections Act 1996 to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect. This includes evaluating and commenting on a school's relationships and sex education policy.

The inspection framework (updated July 2022) reinforces and restates the above requirements of inspection that inspectors must evaluate and report on pupils' personal development, how well the school cares for and provides effective support and advice for all its pupils and how well the school works in partnership with parents.

'The Education Inspection Framework' (2022) states:

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Section 149 of the Equality Act 2010 requires OFSTED, when exercising all its functions, to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it