**Relationship and Sex Education (RSE) Policy 2020**

1. **Rationale**

Swakeleys School For Girls recognises Relationship and Sex Education [RSE] is lifelong learning about the physical, moral, emotional, social and cultural development of students contributing to every student’s health, wellbeing and ability to be able to make well-informed decisions about their lives. RSE involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity through a combination of acquiring knowledge and information, sharing information, developing skills, and exploring issues, beliefs, attitudes and values. The School works with students and parents and health professionals to ensure the best and most suitable education possible, taking into consideration the society within which we live and the different cultural, moral and religious values represented within that society. RSE is not about the promotion of sexual activity or any particular sexual orientation or gender identity.

The School acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school, and the implementation of this policy, will seek to create an environment where students feel able to seek advice and help.

1. **Aims**

The aims of relationships and sex education (RSE) at our school are to:

* Provide a framework in which sensitive discussions can take place
* Prepare young people for puberty, and give them an understanding of sexual development and the importance of health and hygiene
* Help young people develop feelings of self-respect, confidence and empathy
* Create a positive culture around issues of sexuality and relationships
* Teach young people the correct vocabulary to describe themselves and their bodies

1. **Statutory Requirements**

As a secondary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

In teaching RSE, we must have regard to [guidance](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents) Under this Act we must follow the new statutory guidance issued. (This new guidance is available to view when you click on ‘guidance’).

1. **Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

* Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
* Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
* Parent/stakeholder consultation
* Ratification – once amendments were made, the policy was shared with governors and ratified

1. **Curriculum**

An overview of our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don’t seek answers online.

1. **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), for example when teaching about the understanding of and the importance of marriage and long term, stable and loving relationships for family life, love and care within different religions. The areas listed below are mainly taught in PSHCE lessons on a weekly or fortnightly basis depending on year group, they are also supplemented by whole school drop down days such as E-Safety day and where possible lessons are taught by visitors such as a health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

● Families

● Respectful relationships, including friendships

● Online and media

● Being safe

● Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

1. **Roles and Responsibilities**

7.1 The Governing Board

The Governing Bodywill approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see parents right to withdraw).

7.3 Staff

Staff are responsible for:

* Delivering RSE in a sensitive way
* Modelling positive attitudes to RSE
* Monitoring progress
* Responding to the needs of individual pupils
* Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The PSHCE Co-Ordinator for year 7-11 is Helena Allan, she is responsible for ensuring that RSE is included in the PSHCE programme according to the statutory guidance.

7.4 Students

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Sensitive issues, confidentiality and advice to students

(a) Sensitive issues may include: Puberty, menstruation, sexual intercourse, contraception, abortion, safer sex, HIV/AIDS, sexually transmitted infections (STIs), abuse, awareness of sexuality or gender identity. Teachers should understand the difference between stating facts and stating opinions. If work in sensitive areas of the curriculum causes teachers any concerns, they should discuss them with their line manager or a senior leader. The DfEE document ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education issued in July 2018’, contains further information on these topics and staff should be familiar with these. Teachers should establish clear parameters of what is and is not appropriate in a whole class setting to ensure a safe environment in which stakeholders do not feel embarrassed or anxious. Furthermore, discussions should always remain depersonalised. If a student requires further information, the class teacher can direct them to discuss further with an appropriate person, for example, the member of staff responsible for PSHCE, Designated Safeguarding Lead [DSL] or Year Learning Co-Ordinator [YLC], as appropriate. If a teacher is concerned that a student is at risk of sexual abuse, they must inform the DSL following Swakeleys School’s Safeguarding and Child Protection policy. If a teacher is concerned about a student who is struggling with their sexuality or gender identity and that this is affecting their physical and/or mental wellbeing, staff should pass this information to the relevant YLC. Questions, which have some relevance to sexual matters may arise during discussion. In order to avoid any question of parental withdrawal from such lessons, the law requires that ‘such discussion is relatively limited and set within the context of the subject concerned’.

(b) Confidentiality: If a student makes a personal disclosure to a member of staff, that member of staff cannot offer or guarantee unconditional confidentiality. The member of staff must refer to the DSL as outlined in the Safeguarding and Child Protection policy.

(c) Advice to students: Through the pastoral support system, students will be given full information related to RSE elements. Students may also access the School Nurse through their YLC or the Welfare team.

1. **WORKING IN PARTNERSHIP WITH PARENTS**

The School recognises the importance of the role of parents in their daughter’s own sex and relationships education and seeks to work with parents to ensure that its students have access to the curriculum, regardless of ability, race or religious belief, in accordance with its Equal Opportunities Policy. Every care is taken to be sensitive to the religious and cultural views of parents and their daughters.

8.1 Parents’ right to withdraw

Parents have been consulted in the formulation of this policy and their views sought on a regular basis. Parents are informed via the web site, at the start of the academic year of the proposed content of the sex and relationships education modules relevant to their daughter’s year group. They have the right to request to see any resources used in the modules and to seek clarification, if desired, from the relevant YLC or the Deputy Head Pastoral. Information Evenings for parents are held periodically.

Parents have the right to withdraw their children from some or all components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil’s educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

1. **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

**10. Managing the policy**

Senior leaders will continue to seek and provide training opportunities for staff to develop an understanding, and support the delivery of RSE. Staff should be familiar with, and have an understanding of, the Safeguarding and Child Protection Policy in combination with the RSE policy.

It is the responsibility of the PSHCE coordinator to oversee and organise the monitoring and evaluation of PSHCE and to liaise with teaching staff to ensure that the required aspects of RSE are being covered.

Enrichment days are evaluated following each event by staff and students and coordinated by a designated Senior Leader.

The Governing Body and Leadership Team are responsible for overseeing, reviewing and organising the implementation of RSE

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Appendix 1: Overview of topics studied in PSHCE

|  |  |  |
| --- | --- | --- |
| **Year 7**   * Who am I? * Positive relationships: you and your friends * Positive relationships: Dealing with conflict and bullying * Resilience * Leadership * Personal hygiene * Puberty * Human reproduction * Healthy lifestyles * Positive body image * Personal safety e.g. road safety * A multicultural society * Human rights * Careers focus week * E-Safety | **Year 8**   * Self-concept and confidence * Wellbeing: and the media, the promotion of good wellbeing * Healthy lifestyles: drugs, alcohol and smoking * Personal safety e.g. gangs and crime * Forming and maintaining positive relationships: friends/family/personal relationships * Sexual identity and relationships * Facts about contraceptive choices * GCSE options * Women’s rights * Politics: how the government works, political parties * Careers focus week * E-Safety | **Year 9**   * Self-esteem * Body image * Mental health and stereotypes * Physical health: how to look after your health * Risk and personal safety e.g. knife crime, making positive and safe choices * Sexual health: safe sex, contraception, how the use of alcohol and drugs can lead to risky sexual behaviour * Discrimination * Racism * Extremism * Finance: to evaluate social and moral dilemmas about the use of money, including the   influence of advertising and peers on financial decisions   * Finance: to recognise financial exploitation in different contexts e.g. drug and money * mules, online scams * Careers focus week * E-Safety |
| Year 10   * Mental health and wellbeing: recognising and coping with mental health concerns * Health related decisions e.g. healthy lifestyles, how to assess and manage the risks associated with cosmetic and aesthetic   Procedures   * Relationship values * Relationships: consent, relationship abuse, how relationships can affect all aspects of your health * LGBTQ+ * Sex education * Understanding the portrayal of sex in various mediums * Parenthood * Careers focus week * Work experience * Employment rights and responsibilities: the skills and attributes to manage rights and responsibilities at work including health and safety procedures and confidentiality in the workplace * E-Safety | Year 11   * Exam stress * Mental health: depression * Study skills and preparing for mocks/GCSEs * Options after year 11 * Healthy relationships: abuse, consent, sharing sexual images * Teenage pregnancy * STIs and support * Economic understanding: borrowing money, budgeting, saving, pay and taxes * Employment rights and responsibilities: the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it * Media literacy and digital resilience: strategies to critically assess bias, reliability and accuracy in digital content and recognising the shared responsibility to challenge extreme viewpoints that incite violence or hate * Careers focus week * E-Safety |  |

### Appendix 2: By the end of secondary school pupils should know

| Topic | Pupils should know |
| --- | --- |
| Families | * That there are different types of committed, stable relationships * How these relationships might contribute to human happiness and their importance for bringing up children * What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony * Why marriage is an important relationship choice for many couples and why it must be freely entered into * The characteristics and legal status of other types of long-term relationships * The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting * How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed |
| Respectful relationships, including friendships | * The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship * Practical steps they can take in a range of different contexts to improve or support respectful relationships * How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help * That some types of behaviour within relationships are criminal, including violent behaviour and coercive control * What constitutes sexual harassment and sexual violence and why these are always unacceptable * The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal |
| Online and media | * Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online * About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online * Not to provide material to others that they would not want shared further and not to share personal material which is sent to them * What to do and where to get support to report material or manage issues online * The impact of viewing harmful content * That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners * That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail * How information and data is generated, collected, shared and used online |
| Being safe | * The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships * How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) |
| Intimate and sexual relationships, including sexual health | * How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship * That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing * The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women * That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others * That they have a choice to delay sex or to enjoy intimacy without sex * The facts about the full range of contraceptive choices, efficacy and options available * The facts around pregnancy including miscarriage * That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) * How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing * About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment * How the use of alcohol and drugs can lead to risky sexual behaviour * How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |

### Appendix 3: Parent form: withdrawal from sex education within RSE

| To be completed by parents | | | |
| --- | --- | --- | --- |
| Name of child |  | Class |  |
| Name of parent |  | Date |  |
| Reason for withdrawing from sex education within relationships and sex education | | | |
|  | | | |
| Any other information you would like the school to consider | | | |
|  | | | |
| Parent signature |  | | |

| To be completed by the school | |
| --- | --- |
| Agreed actions from discussion with parents |  |
|  |  |