



RSE Policy

Swakeleys School for Girls

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Control Sheet

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Chair of Committee signature	

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Relationship and Sex Education (RSE) Policy 2024

1. Rationale

Swakeleys School For Girls recognises that Personal, Social, Health, Citizenship and Economic (PSHCE) education and Relationship and Sex Education [RSE] is lifelong learning about the physical, moral, emotional, social and cultural development of pupils contributing to every pupils'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 pupils 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 pupils feel able to seek advice and help.

2. 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

3. 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](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). Under this Act we must follow the new statutory guidance issued. (This new guidance is available to view when you click on 'guidance').

4. Policy Developments

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

5. Curriculum

Our RSE programme is an integral part of our whole school PSHCE education provision and will cover topics set out in the DfE's statutory guidance on Relationships, Sex and Health Education. 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.

Swakeleys PSHCE programme is split in to three core themes: Health and Wellbeing, Living in the Wider World and Relationships and Identity. RSE is embedded within these core themes. Our RSE programme is planned by the curriculum leader Helena Allan using resources from, for example, the PSHE Association which is the national body for personal, social, health and economic (PSHE) education.

6. 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, 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, LGBTQ+ 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).

7. Roles and Responsibilities

The PSHCE Curriculum Leader 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.

7.1 The Governing Board

The Governing Body will 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.

7.4 Pupils

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 pupils

(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 DfE 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 pupil 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 pupils 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 pupils 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 pupils 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 pupils: Through the pastoral support system, pupils will be given full information related to RSE elements. Pupils may also access the School Nurse through their YLC or the Welfare team.

8. 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 pupils 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 and an email, 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 Curriculum Leader, the relevant YLC or the Deputy Head Pastoral. If any changes are made to the programme during the academic year, parents are emailed these changes.

Parents have the right to withdraw their children from some or all components of sex education within RSE which are not part of the Science curriculum 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. There is no right to withdrawal from Relationships Education or Health Education.

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.

9. 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 curriculum leader 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.

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

11. Policy Review

This policy will be reviewed on 1st July 2025 if changes are made to the relationships, sex and health education statutory guidance following the consultation being carried out by the **DfE** on proposed changes to its RSHE guidance for schools.

Appendix 1: Overview of topics studied in PSHCE

Key for themes: Health & Wellbeing, Living in the Wider World & Relationships & Identity					
Week	Year 7	Year 8	Year 9	Year 10	Year 11
9 th Sept.	Introduction lesson to PSHCE	Growth Mindset	Developing Learning Skills for GCSEs	Influences & self expression	Developing Learning Skills for GCSEs
16 th Sept.	Who am I?	Social media & self-esteem	Self-esteem	Social anxiety	Preparing for exams in year 11 & managing exam stress
23 rd Sept.	Praising you, praising me	Body image	Health – tattoos & piercings	Screen time	Depression
30 th Sept.	An introduction to mental health	Learning to relax	Mental health & wellbeing – new challenges	Managing tough times – loss & bereavement	Anxiety
7 th Oct.	Who to ask for help/advice	Mental health & wellbeing – promoting emotional wellbeing	Mental health & wellbeing – Healthy coping strategies	Mental health & wellbeing – recognising mental ill health & when to get help	Perservance & procrastination
14 th Oct.	Black History Month	Black History Month	Mental health & wellbeing – Reframing negative thinking	Black History Month	Black History month
21 st Oct.	Resilience	Mental health & wellbeing – attitudes to mental health	Black History Month	Social media & self-esteem	Planning for mock revision
Half Term					
4 th Nov.	Wants & Needs	Plastic Pollution	Human rights - trafficking	Career Planning: How do I choose a career that's right for me?	Preparing for the exam period
11 th Nov.	Being an ethical consumer	Extinction Rebellion & climate change	Gangs & teen crime	Knife crime	Looking out for each other
18 th Nov.	Children's rights	Belonging & Community: valuing diversity	How does the Law deal with Young Offenders	County lines	Finance: Income and Tax
25 th Nov.	Prejudice & Discrimination	Hate crime	Taking control of my future – Personal development planning	British Values: Democracy & Rule of Law	Finance: Borrowing Money
2 nd Dec.	What are Protected Characteristics?	What are British values?	Gaming & Gambling	British Values: Tolerance & Mutual Respect	Mock Exams

9 th Dec.	Protected characteristics: Disability & discrimination	How can boosting our self-confidence boost our achievement?	Esafety	Esafety	Mock Exams
16 th Dec.	Online risks and safety	Criminal Justice System	Overview of 2024	Overview of 2024	Mock Exams

Christmas Holidays

6 th Jan	Careers Focus Fortnight				
13 th Jan					

20 th Jan	Maintaining genuine friendships & avoiding toxic ones	Consent	Managing conflict	Characteristics of positive & healthy friendships/relationships	Careers
27 th Jan	Bullying or banter?	Healthy Relationships	Bullying	Sexting & the law	Social attitudes to sharing nudes
3 rd Feb.	Racism	Racism	Racism	Racism	Racism
10 th Feb.	Positive & safe relationships	Revision Techniques before year 8 exams	How can we tell the difference between healthy and abusive relationships?	Consent	Study skills lesson

HALF TERM

24 th Feb.	Esafety	Vaping & smoking	Self - care	Teenage pregnancy & options	Promoting emotional wellbeing
3 rd Mar.	Puberty	Drugs & the law	Vaping & the risks	FGM	Fertility & reproductive health
10 th Mar.	International Women's Day	International Women's Day	International Women's Day	International Women's Day	International Women's Day
17 th Mar.	Periods	Contraception	Responsible health choices	Child on child abuse	Breast health & self-examination
24 th Mar.	Personal Hygiene	STIs	Alcohol awareness	Drugs – their risks, impact & the law	Body modifications – risks of cosmetic surgery
31 st Mar.	Personal safety – first aid	Personal safety – first aid	Personal safety – first aid	Relationship abuse	Driving theory – keeping safe

Easter Holidays

21 st Apr.	Manging peer pressure	Forced marriage	Child sexual exploitation	Year 10 Internal Exams	Communicatio n and readiness
28 th Apr.	Changing friendships	LGBTQAI+ Trans & gender	Rights, trust & values in relationships	Modern Families & legal rights	Porn vs reality
5 th May	Bullying – face to face and online	What do Families look like?	Sexism & sexual harassment	Parenting & responsibility	Intimate relations
12 th May	Hurtful Behaviour	Stereotypes & the media	What are coercive & controlling relationships?	Relationship expectations	Unhealthy relationships
19 th May	Relationships summary lesson	Relationships summary lesson	Sharing nude pictures & the law	Coercive control	Different types of relationships (and the law around these)

HALF TERM

2 nd June	Pride	Pride	British Values: Individual Liberty	Fake News	
9 th June	Aspirations	Democracy in Britain & other types of political systems around the world	Pride	Work Shadowing Week	
16 th June	Identity & living in modern Britain	What is Parliament?	Democracy explored	Pride	
23 rd June	Tax	Who sits in Parliament?	Drugs education	Apprenticeships	
30 th June	British values & Religion	How can we engage more with Parliament?	Taxes & budgeting	Tax facts	
7 th July	South Asian Heritage Month	South Asian Heritage Month	Our local community	Our local community	

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 pressuring 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	