



Relationships and Sex Education Policy

Last Ratified by Governors:

07 Feb 2022

Review Cycle:

Annual

This Review Date:

April 2023

Reviewer:

Ms. N Craig

Approved by Governors:

24th of April 2023

Signed:.....

Next Review Date:

April 2024

Codicil

There has been no update in guidance to RSE guidelines since the last RSE policy was published. The RSE policy was reviewed by the Parents Association on the 30th of March 2023.

No changes except RSE lead is now N. Craig not R. Turner and MIS System is now Arbor and not Classcharts

1. Aims and Ethos

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Cover 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
- Explore how stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage
- Develop healthy, nurturing relationships of all kinds, not just intimate relationships;
- Cover the characteristics and legal status of different types of committed, stable relationships
- Understand what is required when developing intimate relationships and potential resulting pressure to engage in sexual activity (consent);
- Know what is acceptable and unacceptable behaviour in relationships;
- Understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Under the Relationships and Sex Education provision, all students in the school will be made aware of the value of stable family life and relationships, and the responsibilities of parenthood. We will build on our students' primary school education of healthy, respectful relationships – both of family and friendships - in all contexts, including online. This will sit alongside the essential understanding of how to be healthy, as well as introducing knowledge about intimate relationships and sex. Teaching about mental wellbeing is central to these subjects in all contexts too.

At Selly Park, we value the importance of our RSE provision as it contributes to creating a positive ethos and environment for learning by safeguarding our pupils by promoting their emotional wellbeing and improving their ability to achieve in school. RSE is a key element of PSHE and Citizenship education at Selly Park Girls' School and a key element of our broader focus on personal development which develops a deeper appreciation of diversity and inclusion.

The PSHE curriculum allows for the school ethos and focus on character education and personal development to become ingrained as we want to inspire students to actively seek to develop their

own character through the teaching of PSHE, RSE and Citizenship so they ultimately become respectful, kind, resilient individuals ready to be leaders in Britain and the wider world.

2. Statutory requirements

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002.

The guidance states that Relationships and Sex Education (RSE) is compulsory for all pupils receiving secondary education, a detailed breakdown of the statutory guidance is included in **Appendix 1**. It also makes Health Education compulsory in all schools except independent schools.

This guidance replaces the Sex and Relationship Education guidance (2000). Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

As a maintained secondary school, we must provide RSE to all pupils as per the Children and Social work act 2017. In teaching RSE, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Selly Park Girls' School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The existence of elected parent representatives on governing bodies ensures that there will already be some parental views expressed as we review the RSE policy. Further parental involvement may be secured in various ways including LPPA parent group meetings, parental surveys and meetings as appropriate

The original consultation process has taken place online as per DFE recommendations with the policy development process involving the following stages:

1. Stage 1- Initial Review – The Senior Leader responsible for PSHE collated relevant information including national and local guidance. This was shared and discussed with the Senior Leadership Team before it was ready for stage 2 review.
2. Stage 2- Parent Governor Review – The Assistant Head Teacher in charge of parental engagement shared the reviewed RSE policy through interaction with Parent Governor.
3. Stage 3- Pupil consultation – we investigated what exactly pupils want from their RSE using a pupil survey during PSHE day
4. Stage 4- Staff consultation – all school staff were sent the policy and invited to make comments via email
5. Stage 5 - Parent consultation – parents and carers were invited for their responses using the LPPA parent group with the Parent Governor as in stage 2. This was then followed by online consultation via the sharing of the policy with parents invited to comment as necessary using the school website.

6. Stage 6- Final Safeguarding Governor and SLT Review – Policy reviewed by Safeguarding Governor and amendments made and discussed within the Senior Leadership Team aimed at addressing any issues or concerns made by any stakeholder and shared as appropriate.
7. Ratification – once amendments were made, the policy was shared with governors and ratified

The policy was reviewed again in April 2023, similar to the original policy development in 2021 the policy was shared with our parent association, staff, students and Governors who approved again approved and ratified.

4. Definition

Relationship and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum Intent for RSE

Our curriculum is set out as per the statutory requirements in [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.

Our provision should teach young people to understand human relationships and sexuality and to respect themselves and others.

- We intend to enable young people to mature, build their confidence and self-esteem and understand the importance of healthy relationships.
- We aim to deliver our provision in a non-judgmental, factual way and allow scope for our students to ask questions in a safe environment.
- We aim to deliver an effective provision in order to support our students in future life, to develop safe, consensual, fulfilling and healthy sexual relationships, at the appropriate time.
- We intend to impart knowledge so that young people are equipped to make safe, informed and healthy choices as they progress through adult life.

6. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) and Citizenship education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the curriculum as identified in Appendix 3. Pupils also receive stand-alone sex education sessions delivered by trained staff during PSHE days across the academic year.

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

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).

7. Roles and responsibilities

7.1 The Governing Board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. The governing board has delegated the approval of this policy to Safeguarding governor Mrs D Rutherford.

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-statutory components of RSE (see section 8).

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-statutory 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 as all appropriate training will be provided.

Miss P Silverlock has responsibility for RSE and more widely PSHE in her role as PSHE coordinator with Mr R Turner as Senior Leadership Team lead for PSHE working together to ensure statutory compliance

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory 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. The school will follow a 2-step process as below:

1. Parents will be invited to meet the PSHE co-ordinators and Senior Leadership Team lead for PSHE to discuss concerns
2. Parents still wishing to withdraw will then meet the Senior Leadership Team lead for PSHE and Headteacher to discuss concerns

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 with specific training provided for PSHE days for staff as appropriate

The Headteacher through the Senior Leadership Team lead for PSHE 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. Monitoring arrangements

The delivery of RSE is monitored by Ms N Craig, Assistant Head Teacher responsible for PSHE through:

- Regular staff and student voice
- PSHE day review
- External audit of provision and impact with South Network Collegiate partners

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems within PSHE lessons and during the PSHE days.

This policy will be reviewed by Ms N. Craig, Assistant Head Teacher responsible for PSHE. At every review, the policy will be approved by the governing board.

APPENDIX 1: STATUTORY RSE CONTENT

The Department for Education's statutory guidance states that 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 school.

Families

Pupils should know:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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 (for example, 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

Pupils should know:

- 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, for example 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

Pupils should know:

- 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

Pupils should know:

- 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, for example 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 and menopause
- 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 and 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

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality

- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

APPENDIX 2 – RSE CURRICULUM MAP

For all year groups Relationships and Sex Education will cover all DFE statutory content detailed in Appendix 1 namely:

1. Families
2. Respectful relationships including friendships
3. Online and media
4. Being safe
5. Intimate and sexual relationships including sexual health

For full details of the DFE statutory content please access the link below:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

Relationships and Sex Education in the Curriculum

Relationships Education, RSE and Health Education complement several National Curriculum subjects namely Citizenship, Science, Computing and PE. At Selly Park we look for opportunities to draw links between these subjects and integrate teaching where appropriate. Selly Park students will learn about reproduction in their Science lessons and healthy eating in PE and in Technology lessons for example. There continues to be no right of withdrawal from any part of the National Curriculum. A more detailed breakdown from the DFE of how RSE can be delivered within the National Curriculum is shared below:

- The National Curriculum for Citizenship at key stages 3 and 4 aims to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the knowledge to explore political and social issues, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.
- At key stage 3 and 4, it includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth, HIV and AIDS.
- The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.
- The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

For more information regarding how we plan to cover the statutory RSE content please email n.craig@sellyparkgirls.org

APPENDIX 3: WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

TO BE COMPLETED BY PARENTS / GUARDIAN			
Name of child		Class	
Name of parent / guardian		Date	
Reason for withdrawing from sex education within Relationships and Sex Education			

TO BE COMPLETED BY PARENTS / GUARDIAN

Any other information you would like the school to consider

Parent / guardian signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents / guardian

Preliminary actions check

Parents / guardian will be invited to meet the PSHE co-ordinators and SLT lead for PSHE to discuss concerns - INSERT DATE OF MEETING

Withdrawal form sent – INSERT DATE _____

Parents / guardians still wishing to withdraw will then meet the SLT lead for PSHE and headteacher to discuss concerns- INSERT DATE