



Relationships and Sex Education Policy

2019-21

Approved by: The RPHS Governing Body **Date:** June 2019

Last reviewed on: June 2019

Next review due by: June 2021

Relationships and Sex Education Policy

Ethos Statement:

At Raynes Park High School, we believe that Relationships and Sex Education (RSE) makes an important contribution to the health and wellbeing of every student. We recognise that RSE provides lifelong learning about physical, moral and emotional development. We work together to create a successful and happy community where we celebrate achievement and support each other through mutual respect and trust. A key part of the work we do in order to achieve this aim is delivered and embedded through our PSHE and Citizenship lessons (Learning4Life) and our Relationship and Sex Education programme. Through a process of consultation, the RSE curriculum has been developed to embed the values below and is promoted and encouraged through the delivery of RSE. These values support the ethos and core values of Raynes Park High School to:

- Respect oneself and others
- Take responsibility for one's actions in all situations
- Demonstrate honesty and loyalty in relationships
- Focus on the importance and responsibilities of the family unit for all members
- Show sensitivity towards the needs and views of others
- Recognise the physical, emotional and moral implications of certain types of behaviour
- Recognise the risks associated with certain types of behaviour
- Recognise and accept the differences of others

Aims of RSE:

- To enable our students to make responsible and informed decisions regarding their own sexuality by presenting the knowledge, attitude and skills that will allow them to do so in a sensitive, objective and balanced manner
- To promote an understanding of the importance of loving and caring relationships as part of our students' personal and social development and so help them prepare for the transition to adult and working life
- To design schemes of work that are all inclusive of all students regardless of faith, ethnicity, gender or sexual orientation

Objectives for RSE:

The ethos of our school promotes co-operation and tolerance. Every student in the school will have access to the RSE programme of study within subject areas and the designated PSHE and Citizenship time which is delivered in KS3 L4L lessons, and KS4 drop down days. RSE Topics are also covered through the PIXL Character, covering the My Life, My Mind, My Body units delivered through tutor time outlined below.

See appendix 1 for the RSE content covered in the Pixl Edge Character Programme.

The relationships element within RSE is a central aspect in the delivery of RSE programme. The subject content will be age-appropriate, building knowledge and life skills over time in a way that prepares students for issues they will soon face, focusing on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships; LGBTQ+
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships

Based on the above, our RSE Programme proposes to:

- Generate an atmosphere where questions of a sexual nature can be discussed openly without embarrassment, and trust and confidentiality are ensured
- Enable students to develop knowledge, communication skills and understanding in order to facilitate personal decision-making
- Enable students to understand the impact of external factors, such as the media, social media, the Internet and peer groups, and retain independent decision-making
- Enable students to be aware of personal, psychological, emotional and physical changes in themselves and others

- Enable students to understand the process of human reproduction
- Emphasise the role and value of family life including marriage
- Enable students to know the legality or otherwise of matters relating to sexual activity
- Inform students about the wide range of information, advice and guidance available to them
- Teaching is delivered in ways that are accessible to all students with SEND

Legalisation

We are required to teach RSE as part of statutory guidance that states from September 2020, all schools must deliver Relationships and Sex Education in secondary schools. The parental right to withdraw students from RSE remains for aspects of sex education which are not part of the Science curriculum.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Children and Social Work Act (2017)
- Keeping Children Safe in Education (2019)

Monitoring and Evaluation:

The Governing Body must oversee and review the operation of the RSE Policy throughout the school. Additionally, there is a duty under Curriculum 2000 to ensure that the required programmes of study are in place and that the policy is published for the attention of staff, parents and students.

The Headteacher/Senior Leadership Team must monitor and evaluate the effects of the RSE Policy and guidance and ensure that action is taken to address any issues arising.

Heads of Year/ Assistant Heads of Year must reinforce the values promoted in this policy and monitor, support and evaluate the delivery of the RSE programme.

Teaching and Support Staff must ensure the delivery of the course within subject areas and helps students acquire the knowledge, skills and values that will contribute to their personal development.

Teaching and Support Staff may not offer or guarantee confidentiality to students in any matter relating to abuse, under-age sexual intercourse or pregnancy. At the same time, students will be offered sensitive and appropriate support. In the case of a student disclosing possible abuse, the school's Child Protection Procedures will be used with staff passing documentation detailing any concerns and action taken to date to the Designated Safeguarding Lead (DSL).

Students must play their part as responsible members of the school community contributing to their own and the learning of others and support each other as part of a caring community.

Parents must play their part by discussing the programme of study with their child and seeking advice via their GP if appropriate. Parents' have the right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of Science); this is because parents should have the right to teach this themselves in a way which is consistent with their values.

The RSE Programme: Content, Organisation and Delivery:

RSE content which incorporates physical health and mental wellbeing will be delivered throughout Key Stage 3 and 4. This will be delivered through the Science, PE, Computer science, DT and L4L lessons. In addition, assemblies and drop downs will support the delivery.

By the end of Key stage 4 students should know:

Relationships and Sex Education

Mental wellbeing	<p>Students should know</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary • that happiness is linked to being connected to others • how to recognise the early signs of mental wellbeing concerns • common types of mental ill health (e.g. anxiety and depression) • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health • the benefits & importance of physical exercise, time outdoors, community participation & voluntary & service-based activities on mental wellbeing & happiness
Internet safety and harms	<p>Students should know</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
Physical health and fitness	<p>Students should know</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health • about the science relating to blood, organ and stem cell donation
Healthy eating	<p>Students should know</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Drugs, alcohol and tobacco	<p>Students should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions • the law relating to the supply and possession of illegal substances • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • the physical and psychological consequences of addiction, including alcohol dependency • awareness of the dangers of drugs which are prescribed but still present serious health risks • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
Health and prevention	<p>Students should know</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist • (late secondary) the benefits of regular self-examination and screening
Basic first aid	<p>Students should know</p> <ul style="list-style-type: none"> • basic treatment for common injuries • life-saving skills, including how to administer CPR • the purpose of defibrillators and when one might be needed
Changing adolescent body	<p>Students should know</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing • the main changes which take place in males and females, and the implications for emotional and physical health

Physical and Mental Health & Wellbeing

Families	<p>Students should know</p> <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	<p>Students should know</p> <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
Online/media	<p>Students should know</p> <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	<p>Students should know</p> <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	<p>Students should know</p> <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

	<ul style="list-style-type: none"> ▪ 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/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
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In addition to this, students will learn across the curriculum:

Key Stage 3

Science:

- Aspects of physical growth in adolescence and reproduction
- Human reproduction and how offspring are protected and nurtured
- Reproductive patterns in humans and animals
- Physical changes during adolescence and the menstrual cycle

Learning4Life:

- Emotional and physical changes during adolescence
- Human relationships, education for parenthood and family life
- Agencies that provide help and support
- The role of gender
- Arguments for delaying sexual activity.
- Contraception, protected sex (The physical aspects of sexual behaviour are always dealt with in the context of relationships, parenthood and family life)

PE:

- Development of the body
- Effects of exercise on the body
- Health, hygiene and gender specific sports
- Communication and team work within groups

Key Stage 4

Science:

- Hormonal control of the menstrual cycle and fertility treatment
- Sexual reproduction in Year 11

Social, moral, spiritual and cultural perspectives on:

- Emotional and ethical dimensions of sexual attitudes and morals
- Pornography, Social media and 'Sexting'
- Sexually transmitted infections including HIV/AIDS
- Sex before marriage
- Adultery
- Contraception
- Abortion
- Purpose of marriage
- Prejudice/discrimination due to gender/sexuality

PE (GCSE):

- Body systems
- Gender issues in sport
- Development of the body
- Effects of exercise on the body
- Health and hygiene
- Communication and team work within groups

Much of the Relationship and Sex Education takes place within PSHE/Citizenship lessons and Learning for Life lessons, enabling students to explore their feelings and relationships to promote self-knowledge, self-respect, self-esteem and respect for others.

Specialist teachers generally deliver the PSHE and Citizenship Curriculum through Learning for Life lessons with support from professionals where appropriate. Form Tutors deliver the Pixl Edge accreditation platform and work closely with their tutees over a number of years which embed RSE topics through the My Life, My Mind, My Body tutor time activities.

RSE lessons are set within the wider context of the PSHE and Citizenship curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the Science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Timeline for specific RSE topics within L4L curriculum

YEAR	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
7				Healthy Relationships (part 1)		
				<ul style="list-style-type: none"> • Recognising unhealthy relationships • Love & control • Domestic abuse/violence • Unwanted attention • Drugs & Alcohol 		
8		Relationship & Sex Education (part 1)				
		<ul style="list-style-type: none"> • Puberty • Periods • Relationships • Sex & Conception • Contraception • Teen Pregnancy 				
9		Healthy Relationships (part 2)			Relationships & Sex Education (part 2)	
		<ul style="list-style-type: none"> • Family types • Conflict • Domestic abuse • Forced marriage • Friendships • Break ups 			<ul style="list-style-type: none"> • Consent • FGM • LGBT • Pornography 	

Parental Rights and the Curriculum

Parents do not have the right to withdraw their child from the RSE element of the National Science Curriculum. This is the biological aspects of human growth and reproduction. Information on sex and relationships, skills development and values clarification are taught within the PSHE curriculum.

Parents do have the right to withdraw their child from RSE provided within PSHE. If a parent wishes to withdraw their child from the *sex education* aspects of the RSE programme then they need to get in contact with the allocated HOY or PSHE lead to discuss their concerns and reasons for withdrawal from the programme with the relevant teaching staff in the school. The school will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

The new legislation brought in through the Children and Social Work Act 2017 brought important changes in relation to parental rights to withdraw children from school RSE:

1. Parents will not be able to withdraw their child from *relationships education aspects* in primary school or secondary school.
2. At secondary school, parents will be able to withdraw their child from *sex education aspects* (other than the sex education which sits in the National Curriculum as part of science in maintained schools). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16).

Visitors contributing to RSE:

As part of a planned topic, the school will invite in local experts on issues relating to RSE as well as using health and other professionals associated with the school for example, the school nurse. All school associated health and other professionals and visitors will be asked to confirm to the following:

- Visitors contributing to RSE will do so at the invitation of the school and will be qualified to make an appropriate contribution
- Visitors must agree with the aims of the school in delivering its policy on RSE and when in class visitors will be supervised by a teacher, who will be present at all times and adhere to their own professional codes of conduct
- Visitors will follow the school's safeguarding/child protection disclosure procedures if a disclosure occurs within the classroom setting

Dealing with sensitive issues:

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the lesson. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

- A member of staff can never promise confidentiality to any student
- If disclosures are made regarding suspected drug, alcohol or solvent abuse or dealing in these substances, then the Headteacher must be informed at once
- Allegations of sexual abuse and other child protection issues must be referred in the first instance to the Designated Safeguarding Lead (DSL) who will inform the Headteacher. The named person is stated in the staff handbook for reference by all staff. New staff are also informed through the induction programme

Monitoring and Review

Staff responsible	Head of Social Sciences: S.Audley	Monitoring & Evaluation by	Headteacher: K. Heard
School Group Responsible	Pastoral team	Governors Committee Responsible	Standards & Quality
Date approved by Governors	June 2019	Review Date	June 2021