



Relationships and Sex Education Policy (public document)

School Tier: College

Related Policies: A5 – W – PSHE Policy

1. Definition

Relationships & 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.

2. Statutory Framework

The College's RSE Policy is informed by the following documents:

- Keeping Children Safe in Education (2022)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- Children and Social Work Act (2017)
- Boarding Schools; national minimum standards [DfE] (April 2015)
- Equality Act (2010)
- Education and Inspections Act (2006)
- Learning and Skills Act (2000)
- Education Act (1996)

3. Overarching Aims:

- to provide pupils with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships
- to help prepare pupils for the opportunities, responsibilities and experiences of adult life
- promote the spiritual, moral, social, cultural, mental and physical development of our pupils
- to build pupils' self-efficacy and resilience

4. Subject content and delivery *[n.b. Please see Appendix A for a breakdown of RSE taught at the College]*

RSE is delivered in timetabled PSHE, with further opportunities offered in school, year and house assemblies. It is taught by full-time members of the College teaching staff,

who bring a range of skills and experience to the PSHE team, who are led by the Head of PSHE, Mr Cameron Graham. Teachers of PSHE will receive training each year on RSE and can request further training as appropriate to the part of the curriculum they deliver.

Pupils in Years 7-11 receive one period of timetabled PSHE every week. A wide range of teaching and learning methods are used, including group tasks, discussions, and video. A relaxed and supportive atmosphere will be encouraged in class, as will pupils' recognition of the confidentiality of class discussion.

The SENDCO, the Health Care Centre and the Designated Safeguarding Lead will meet with the Head of PSHE to ensure that staff responsible for delivering RSE to pupils who have SEND or SEMH needs are aware of these and this will be taken into consideration in designing the curriculum and the teaching of these subjects. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for SEND pupils.

By the end of their time at Secondary School, the DfE state pupils should know the following:

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

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 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.

Mental wellbeing

- 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 and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

- 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

- 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 cardiovascular ill-health.
- about the science relating to blood, organ and stem cell donation. Healthy eating Pupils should know
- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

- 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

- 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.
- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

- 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 Pupils should know
- 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.

5. Right of Withdrawal

Parents have a right to withdraw their child from some or all of sex education delivered as part of RSE up to and until three terms before the child turns 16.

Should a parent wish to withdraw their child then they should contact the child's housemaster or housemistress initially for an informal discussion, where the reasons for the request can be discussed. Following this, should they wish to formalise their intention to withdraw their child then they should submit a written request using the form found at Appendix B and submit it to the Headmaster.

6. Monitoring & Evaluation

This will be carried out through:

- Lesson observations and Learning Walks within, and of, the PSHE department, by SLT and the Head of PSHE
- Student Voice and Reflection activities
- Staff meetings where pupil, colleague and management feedback is shared and discussed
- Scrutiny of Progress Report data on pupil attitudes to learning in the subject
- The policy will be reviewed annually in June by the Academic Deputy Head, Mr Andrew Axelby, and parents consulted on any amendments.
- Next review: June 2024

RSE Appendix A

Workshop College PSHE EDUCATION: Key Stage 3-4 OVERVIEW RSE (Relationship Sex Education) Programme of Study/Overview

<p>Year 7</p> <p>Growing up Changes emotionally and physically (puberty). Inc awareness of changes in girls physically and emotionally Personal hygiene Getting along with parents/carers inc break up/divorce/separation Feelings and emotions Types of relationships between boys/girls, older/younger/ same sex couples. Sexual orientation Healthy/unhealthy relationships</p>
<p>Year 8</p> <p>What is a relationship (including marriage, characteristics of other long term relationships, different types or committed stable relationships)? What is a positive relationship? Features of a positive relationship (including sexual and non-sexual) What contributes to a negative relationship? Roles and responsibility of parents including successful parenting How to deal with a breakdown in a relationship Appropriate/inappropriate relationships Sharing indecent images of children and the law</p>
<p>Year 9</p> <p>Child Sexual exploitation Trafficking (human and child) Role of sex in the media including pornography. The impact of viewing harmful content. Use of social media and images Review of positive relationships. (follow up from year 8) criminal, violent, coercive control Types of contraception and how to access. Safe sex and choices Pregnancy (including abortion – legal position, faith and miscarriage) and the pathways available for an unwanted pregnancy</p>
<p>Year 10</p> <p>Violent/unhealthy relationships (domestic abuse). What help is there? FGM Take an increased responsibility for monitoring own health/body. Checks. Testicular cancer STIs/STDs (including sexual health clinics) Review of contraception for men and women How do you know when the time is right?</p>
<p>Year 11</p> <p>Meaning of 'consent'. How/ways to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity.</p>

How the use of alcohol and drugs can lead to risky behaviour.
To recognise the impact of drugs Inc. alcohol in a relationship and sexual behaviour.
Expectations concerning relationships and sexual activity

Appendix B – Withdrawal Request Form

TO BE COMPLETED BY PARENTS			
Name of child		Year Group	
Name of parent		Date	
Reason for withdrawing from elements of 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	
Signed by:	