

Egerton Rothesay School
Relationships and Sex Education (RSE) Policy

Introduction

We are aware that our pupils are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Aims

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students 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.

The school's RSE policy will provide clear progression as pupils move through the school. We will build on the foundation of RE in the primary age range and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

Teaching of RSE at ERS will enable students:

- to develop knowledge and understanding of positive and healthy relationships and to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful
- to understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing
- to be aware of their rights especially in relation to their bodies
- to develop social and relationship skills and protective behaviours
- to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way

- to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- to know how and where to access appropriate support
- to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online
- to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

Statutory Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies.

This policy was developed in response to:

- [Statutory guidance on RSE and health education](#)
- [Keeping children safe in education: for schools and colleges](#)
- [Behaviour and discipline in schools: guidance for headteachers and staff](#)
- [Equality Act 2010: advice for schools](#)
- [Special educational needs and disability code of practice: 0 to 25 years](#)
- [Alternative provision](#)
- [Mental health and behaviour in schools](#)
- [Preventing and tackling bullying](#)
- [Cyber bullying: advice for headteachers and school staff](#)
- [Advice for parents and carers on cyber bullying](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Promoting fundamental British values as part of SMSC in schools](#)
- [National Citizen Service: guidance for schools and colleges](#)

Links with other policies

This policy should be read in conjunction with the following school policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality and Diversity Policy

Delivery of RSE

ERS recognises that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will be taught within the school's PSHE framework and will complement and be supported by the school's policies on behaviour, equality and diversity, anti-bullying and safeguarding. RSE will sit within the context of the school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and within its pastoral care and support systems

The content of the RSE curriculum (see PSHE schemes of work) will be delivered in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used confidently in real life situations.

The lead teacher for PSHE will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as Science, ICT and PE.

Roles and Responsibilities

The governing body will:

- Monitor the implementation of the policy across the school
- Monitor pupil progress to ensure that pupils achieve expected outcomes
- Ensure that the school is resourced in such a way that it is able to fulfil its legal obligations

The Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy
- All teachers explore how technology and different teaching approaches can be fully utilised to support the teaching of RSE
- The teaching of RSE is accessible to all pupils
- The RSE programme is staffed and timetabled to enable the school to fulfil its statutory obligations
- The school works with parents/carers when planning and delivering RSE
- Clear information is provided to parents on the subject content and on the right to request that their child is withdrawn

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- Pupils are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- Teaching will take place in the context of an explicit moral framework;
- All points of view they may express during the course of teaching RSE are unbiased;
- The teaching of RSE is delivered in ways that are accessible to all pupils;
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Leads.

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, the Headteacher will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, the school will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

The Headteacher will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

Working with external agencies

The school is aware that working with external partners will enhance the delivery of RSE and will encourage visitors with specialist knowledge and implement different ways of engaging with young people.

Where ERS makes use of external agencies, the credentials of the visiting organisation and any visitors linked to the agency will be checked. The school will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

Staff will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils.

All visitors will be made aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

Safeguarding and confidentiality

The school recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role schools have in preventative education.

At ERS, pupils are given open access to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

All staff are aware of what to do if a child raises a concern of a safeguarding nature. Such a concern must be reported to the Designated Safeguarding Lead (DSL), using the procedures outlined in the school's safeguarding policy. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality.

Policy approved by: Alison Walker

(on behalf of Governing Body)

Date: June 2021

Next Review (latest):September 2023