

## **RMS RELATIONSHIPS AND SEX EDUCATION POLICY**

### **Introduction**

The policy has been reviewed and revised in the light of the new national curriculum on Relationships and Sex Education which was published in 2019 and which was due to become mandatory in September 2020 although schools were encouraged to implement this from September 2019 where possible. Schools may now delay this until the Summer of 2021 due to the impact of COVID 19. The revised curriculum has been taught at Robert May's School since September 2019. The DFE statutory guidance documents can be found here

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

The school has also used feedback from teachers, School Trustees, parent representatives and students in order to formulate this policy. It aims to comply with current Equalities and Human Rights laws in England.

(<https://www.google.com/url?q=https://www.gov.uk/government/consultations/changes-to-teaching-of-sex-and-relationship-education-and-pshe&sa=D&ust=1524050490023000&usg=AFQjCNFCJqYGIn9C9oe9 YrgeeHaljtjsw>)

### **1. Provision of Relationships and Sex Education (RSE)**

Delivery of RSE is undertaken by class tutors at regular points throughout students' time at Robert May's School. Materials and guidance are provided by the teacher responsible for PSHEE and relevant outside agencies.

### **2. What is Sex and Relationship Education?**

It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity although human rights and equalities laws are observed concerning gender and sexual orientation.

Robert May's School ethos is to enable students to learn to help themselves, learn to help others and learn to make the world a better place. The moral imperative (making the world a better place) encompasses the need to teach mutual respect across all creeds, races, orientations, sexualities and boundaries. The statutory duty to teach British Values also enshrines the necessity to enable young people to understand what is involved in the rule of law regarding relationships and sexuality, and what is essential about respecting other people's rights and beliefs (or lack of belief).

### **3. Aims**

- To enable students to know enough to be safe in relationships and in their sexuality, as appropriate for their age and stage of development
- To support the personal and social development of students.
- To enable students to accept and respect their own sexuality and also that of others within the context of the law and moral values of society.

- To build the notion of relationships based on self-esteem, personal responsibility and respect for others.

#### 4. Objectives

- To create a differentiated, relevant and up-to-date learning programme, which is proactive
- To encourage unembarrassed discussion of aspects of sexuality
- To recognise the value of intimate and caring relationships.
- To understand the implications of family life and parenthood without prejudice to differently configured families
- To examine the notions of risk and safety in relationships and to promote an awareness of the physical, emotional and moral risk of casual and promiscuous sexual behaviour.
- To develop an understanding of contraception
- To raise an awareness of testicular, cervical and breast cancer.
- To raise awareness of the legality of matters critical to the safe and moral sexual development of young people, such as Female Genital Mutilation, the dangers of webbased pornography, grooming, child sexual exploitation, forced marriages and the unsafe and unlawful use of social media

Given the background of the UK having the highest rates of teenage pregnancy in Western Europe, we are clear that effective RSE does not encourage early sexual experimentation, but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until the law allows, and they are ready.

#### 5. A selection of content headings for Robert May's School relationships and sex education programme:

<b>Understanding the body relationships and taking responsibility and responsibilities</b>	<b>Changing relationships Sex and the media Peer pressure</b>	<b>Understanding Assertiveness when saying "No" Safe sex</b>	<b>Rights</b>
<b>Contraception Grooming, Exploitation and Abuse and AIDS</b>	<b>Pregnancy and choices available Testicular, Cervical and Breast cancer STIs</b>	<b>Sex and the Law (FGM, Forced marriage Honour based violence</b>	<b>HIV</b>
<b>Sex and social media (anti "sexting")</b>	<b>Sexual harrassment and Abuse</b>	<b>Consent</b>	

#### 6. Method

- initial year group presentations
- small group work
- spidergrams and "think-sheets"
- role play
- discussion
- use of outside agencies and speakers
- Year group information assemblies and talks
- On occasions, consult with Year 10 and Year 11 students about holding single-sex briefings/seminars when dealing with sensitive material, such as Sexual harrassment and abuse

Materials used in school will be in accordance with this policy and the law. We ensure that students are protected from inappropriate teaching materials by monitoring and evaluating the resources used and the contributions of outside speakers.

## **7. Child Withdrawal**

All students have an entitlement to receive RSE unless parents exercise their right to withdraw a student from RSE lessons, but not statutory science lessons. Parents wishing to withdraw a student from RSE should contact the Headteacher or Head of Year who will ensure that, in consultation with the parents, adequate alternative provisions are made.

## **8. Complaints Procedure**

Parents or students wishing to complain about the content or the delivery of sex education may make representation to the Head of Year or the Headteacher. If the matter cannot be resolved to their satisfaction they may make representations to the Trustees using the school complaints policy published on the website.

## **9. Specific Issues Statements**

### **9.1 Anti-Bullying Procedures**

The school actively seeks to redress any incidents of bullying - in line with the behavioural policy. Any incidents which are related to sex education will be deemed serious and may require immediate parental involvement. Students alleging incidents will be received considerately and supportively while the incident is investigated and may expect protection (from further assault) and a suitable resolution of the issue. Outside agencies may be mobilized to investigate allegations of a serious nature.

### **9.2 Child Abuse**

Where an issue of child sexual abuse is suspected the tutor must inform the Designated Safeguarding Lead (DSL), Designated Safeguarding Officer or DSL. Under no circumstances can a promise of confidentiality be given and the school's Safeguarding procedures must be followed. These can be referred to in "Keeping Children Safe in Education" which covers the national requirement for Safeguarding children in educational settings, and the school's Child Protection and Safeguarding policy.

### **9.3 Information about contraceptives**

Information about contraception and conception will be given accurately and impartially as part of the programme but only in planned group work. **No individual confidential advice may be given.**

Students seeking individual advice from tutors will be referred to their Head of Year. Students will be encouraged to discuss the issue with parents if at all possible or referred to telephone numbers of health professionals (displayed in social areas of the school) unless a child protection issue is relevant or such advice be necessary under current Safeguarding and Child Protection laws.

#### **9.4 Lesbian/Gay/Bi-sexual/Transgender considerations**

Students may be given information pertaining to the range of human sexual orientation and sexual identity. Discussion will challenge prejudice, discrimination and fear in order to recognise the concerns of LGBT+ people. Discussion will also be aimed at preventing LGBT+ bullying and promoting tolerance.

#### **9.5 Procedures for the involvement of Health Professionals**

The use of health professionals and other visitors who are expert in their field and have up to date and relevant experiences to share with students is essential to the integrity of the programme. A condition of their contract is that a member of staff will be with students at all times and no individual confidential advice will be given to students in school even where the operating rules of their profession permit this.

#### **9.6 Procedures for the support of members of the school community affected by HIV**

The school strongly recommends the disclosure of infection to the Headteacher, who will, in discussion with those concerned, take professional advice on the individual risk of infection and make appropriate decisions about the dissemination of this information and the protection of the rest of the school community.

### **10 Working with parents/carers and families**

The school recognises that the parent is the key person in a child's learning about sex and relationships. The school wishes to work in partnership with parents and to complement their roles and responsibilities. Periodically the school seeks advice and information from parents about their views on the teaching of RSE. In addition, the school has always attempted to create an open and honest environment in which parents can voice their queries about aspects of RSE teaching and learning. The school considers parents' opinions very carefully when making changes or additions to the RSE curriculum.

### **11. Monitoring**

RSE is evaluated by the tutors who are delivering it and also by the leader of PSHEE and the leadership team. The leader of PSHEE reports directly to the Headteacher.

Use of resources, materials and methods of delivery are monitored and kept up to date by teacher responsible for PSHEE. With the Headteacher, the leader of PSHEE undertakes monitoring observations and scrutiny of students' written and verbal responses. Feedback on improvements is given to tutors and students. Students are consulted about content. In addition, students who wish to are also involved in delivering content. For example, a recent programme of study included the opportunity for the school's student Digital Leaders to deliver their strong anti-sexting message within a cyber-safety engagement day to Year 7 students.

### **12. Roles and responsibilities:**

**Students:** attend PSHEE lessons and learn about RSE

**Tutors:** deliver RSE content

**PSHEE Leader:** devises and updates RSE content, monitors delivery with Heads of Year and Leadership team.

**Leadership Team:** analyses and discusses monitoring feedback and advises on changes/updates; shares the monitoring feedback with tutors/year teams

**Headteacher:** is ultimately responsible for the curriculum content and works with the PSHEE lead on monitoring the quality of delivery.

**Parents/carers:** respect the need for RSE and respect the content

**Trustees:** consider and approve the RSE policy, holding the Headteacher to account for its effective delivery. The approval of this policy has been delegated to the Teaching, Learning and Well-being Committee.

<b>Last reviewed</b>	April 2018
<b>This version proposed to TLW Committee:</b>	June 2020
<b>This version approved by TLW Committee:</b>	June 2020
<b>Date of next review:</b>	May 2022, or sooner, if legislation requires

References:

DFE guidance

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

Ofsted Inspection Handbook September 2021

<https://schoolweek.co.uk/relationships-sex-and-health-education-what-do-schools-need-to-know/>