



INVESTOR IN PEOPLE

# Relationships and Sex Education Policy (RSE)

## Version 23/24 1.0

<b>Important:</b> This document can only be considered valid when viewed on the school's website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.	
<b>Name and Title of Author:</b>	Keri Pearson
<b>Name of Responsible Committee/Individual:</b>	Local Governing Body
<b>Implementation Date:</b>	Summer 2023
<b>Review Date:</b>	Summer 2024
<b>Related Documents:</b>	<a href="#">Understanding Relationships Sex and Health Education in Secondary School – Guidance for Parents</a>

## **Contents**

- 1. Introduction**
- 2. Policy Development**
- 3. Aims and Values**
- 4. Progress and Monitoring**
- 5. Resources**
- 6. External Visitors**
- 7. Confidentiality**
- 8. Working with Parents**
- 9. Parental Right to Withdraw**

### **Appendix A**

**Understanding Relationships, Sex and Health. Education at your child's secondary school: a guide for parents.**

### **Appendix B**

**Curriculum overview- What pupils should know by the end of secondary school**

### **Appendix C**

**Parent form: withdrawal from sex education within RSE**

## **I. Introduction**

This policy should be read in conjunction with the other policies, including but not limited to: Anti-Bullying; Child Protection and Safeguarding; Equal Opportunities and Confidentiality Policy, Behaviour for Learning, Online Safety, Equality and Diversity, Suspensions and Permanent Exclusions. Staff may wish to read this policy in conjunction with the RSE Statutory Guidance.

The policy will be reviewed in response to any new national guidance, particularly, but not exclusively from the DfE.

### Members of staff responsible

Head of PSHE and the Assistant Headteacher. They are responsible for the upkeep of this policy and all staff implementation of the policy.

Throughout this document the term 'parents' is used to represent a pupil's parent, guardian or carer.

### Description of School

Malet Lambert is an 11-16 comprehensive school with over 1500 pupils serving the central area of East Hull, an area of owner-occupier and rented housing. The population of the area is mixed socially and economically, but there are few families of other ethnic groups. The intake is drawn mainly from the local primary schools.

## **2. Policy Development**

### Description of Policy Formation and Consultation Process

This policy has been written to reflect the latest guidance from the DfES on Relationships and Sex Education (updated September 2021) and the National Healthy Schools Standard.

This Policy has been updated to comply with statutory guidance from the Department for Education (DfE), "Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019", which is compulsory from September 2020.

Consultation takes place between the Head of PSHE and the Assistant Headteacher. The policy is regularly reviewed to take account of national changes and to evaluate good practice in the teaching of relationship and sex education. Wider consultation then takes place with the Pastoral Team and those staff responsible for delivering the materials to pupils.

Consultation will also involve parent feedback, in line with the DfE guidance.

Recommendations are then made to the Governing Committee. Revision of the policy will then take place to implement any comments from the feedback.

This policy will be monitored by the Head of PSHE and the Assistant Headteacher on an annual basis. An evaluation report will be presented to the governors annually.

### **3. Aims and values**

*Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of 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. (DfE 0116/2000 p.5)*

It is a legal requirement for Governors to publish a policy on Relationships and Sex (RSE) and for that policy to be reviewed regularly. This policy should be made available to parents and carers.

Most of a pupil's informal sex and relationships education takes place within the family and the school's programme will complement and support the role of parents.

Relationships and Sex Education should be taught with sensitivity and consideration for moral standards and the value of family life

#### Aims of Our Relationships and Sex Education Curriculum

To provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence especially in relation to others.

Relationships and Sex Education at Malet Lambert will build on foundations laid at primary school level

Relationships and Sex Education will provide lifelong learning about physical, moral and emotional development.

Malet Lambert will promote understanding of the importance of family life, stable and loving relationships, respect, love and care without any bias towards any particular family structure.

Malet Lambert Relationship and Sex Education curriculum will teach about sex, sexual orientation (including transgender) and sexual health.

It will not aim to promote a particular sexual orientation, or sexual activity

Malet Lambert will support children and young people in coping with adolescence and relationships and prepare them for adult life

As per the Government's recommended guidance for 2019, Malet Lambert include explicit teaching of consent and understanding boundaries, focusing on what a healthy and stable relationship looks like and how to stay safe in the real world and online.

There are three main themes sequenced through Malet Lambert's Relationships and Sex Education curriculum:

### Positive Attitudes and Values

- learning the importance of values and moral conscience
- learning the value of family life within a stable relationship and the importance of the love and nurture of children, without any bias towards any particular family structure
- learning the value of respect, love and care including valuing themselves as unique individuals
- exploring, considering and understanding the nature of moral decisions
- developing the faculty of critical thinking

### Extending Personal Development and Social Skills

- learning to manage emotions and relationships in a sensitive and confident manner
- developing empathy for others and self – respect
- learning to make choices based on tolerance with an unprejudiced attitude and understanding that homophobic and transphobic language is unacceptable
- recognising the consequences of choices made
- managing conflict and recognising and avoiding abuse and exploitation
- developing decision making and assertiveness skills
- promoting appropriate sexual behaviours and explicitly teaching what constitutes sexual violence and sexual harassment

### Gaining Knowledge and Understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception, and the range of local and national sexual health and support services
- understanding the reasons for delaying sexual activity
- the avoidance of unplanned pregnancy
- Recognising abuse in relationships and an awareness of coercive behaviour

### Equal opportunities

In accordance with the school's aims and objectives and equal opportunities policy all pupils will have access to the necessary knowledge and the opportunity to ask questions and discuss all aspects of sex education specified in this policy. This will include resources being differentiated for SEND pupils, pupils from different and/or minority ethnic and religious groups through liaising with the school's SEND, RS and Science Departments to ensure that all pupils understand and can access the programme.

Our RSE curriculum is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in schools. We are also committed to providing an RSE curriculum that makes every pupil feel valued and included and relevant to them. This means we are committed to an LGBTQ+ inclusive curriculum and will continue to work with all stakeholders to inform our provision

We will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined in The Equality Act 2010.

We will address explicit and implicit homophobia and transphobia in our schools and issues of related bullying.

All protected characteristics will be addressed as listed in Section 4 of The Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

All pupils will have access to Sex and Relationship Education through:

- The PSHE Curriculum, delivered through weekly lessons for KS3 and two-weekly for KS4 by the PSHE team
- All form tutors through the tutor programme
- All members of the Pastoral Team and Intervention Team

Staff are to deal with issues around sexual orientation, incidents of homophobic name-calling and bullying within the school by following the school's safeguarding policy and procedures.

#### **4. Progress and monitoring**

- Quality assurance of long- and medium-term planning
- Quality assurance of lesson resources and delivery by staff
- Record of visits and talks
- Evaluation of progress of each unit through end of unit assessment and reflection for pupils
- Discussion in Link meetings between subject lead for PSHE, Assistant Headteacher and SLT Link

## **5. Resources**

All resources currently used are planned by the Head of PSHE to provide high quality content coverage and are age appropriate within the delivery of Relationship and Sex Education. Lessons are planned by drawing on a wide range of resources, e.g. PSHE Association, Jigsaw, which is then tailored to the needs of our pupils to ensure progression and a spiral curriculum. We carefully map our learning sequences using the PSHE Association mapping tools. There is also excellent practice of sharing resources across the Trust. Any resources delivered must be in line with national curriculum guidance.

Copies of any resources used for the teaching of RSE are available to parents on request. There is also an overview of the topics covered within this policy and school website.

## **6. External visitors**

It is important that account is taken of the wide range of expertise and other resources available and the contribution which can be made by health professionals. The Head of PSHE, the Assistant Headteacher and the Child Protection Officer can offer advice and a list of phone numbers of other outside agencies regularly used by the school.

Health professionals or visitors asked to give talks or offer advice to pupils will receive guidance from the Head of PSHE and the Assistant Headteacher. Talks or discussion groups will form an integral part of the sex education programme and visitors or health professionals will be guided by the Head of PSHE and the Assistant Headteacher on the context of their contribution. The Head of PSHE and the Assistant Headteacher will be responsible for contacting health professionals or visitors and will organise their work. They should also be made aware of your school's Child Protection Policy and reminded that they are bound by it. The School currently work closely with local external agencies and providers, who deliver age appropriate sessions, across both Key Stage 3 and 4.

## **7. Confidentiality**

Trust must be built between staff and pupils if sensitive areas are to be dealt with appropriately. Pupils must be aware however that unconditional confidentiality cannot be promised. A pupil may make a personal disclosure to a teacher, whether individually or in a small group or class situation. This disclosure might relate to sensitive information about themselves, their own under-age sexual activity or it may be that they have been abused. Concerns about harm or abuse must be reported in line with the school's safeguarding policy and procedures.

All members of staff and visitors need to be clear about the school's policy on confidentiality, which sets out guidance about pupil information that they can regard as confidential and that which they cannot.

Effective relationship and sex education should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so. Ideally this

should be their parent/carer but this will not always be possible. Legally health professionals can in some circumstances talk to and treat young people confidentially and the school will include in its sex and relationship education programme sources of confidential advice that its pupils can access locally and across the city. However, there may be cases where a teacher or member of staff learns from an under 16-year-old pupil that they are having, or contemplating having, sexual intercourse. In these circumstances the school will take steps to ensure that:

- Wherever possible the pupil is persuaded to talk to her/his parent/carer
- Any child protection issues are addressed by following the school's safeguarding policy and procedures.
- That the pupil has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services

It is only in the most exceptional circumstances that the school would be in the position of having to handle such information without parental knowledge and where younger pupils are involved this would be grounds for serious concern. The Head of School and Governors will monitor the frequency of such cases. If they occur too frequently this might indicate deficiencies in pupils' awareness of, or confidence in, sources of confidential medical advice. The school's sex and relationship education programme would be reviewed to ensure appropriate information is available to pupils, and understood by them.

## **8. Working with parents**

Information about our Relationships and Sex Education programme is given to parents in the school prospectus and is available on the school website and any comments/issues will be used, where appropriate, to help develop and review the RSE policy. Parents and carers are also notified half termly through the school newsletter of upcoming topics in PSHE lessons. Parents and carers are always invited to contact the school if they have any queries or comments.

## **9. The Parental Right of Withdrawal**

***'You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If you do not want your child to take part in some or all of the Sex Education lessons delivered at secondary, you can ask that they are withdrawn. Your child's head teacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances)' (DFE A guide for parents).***

## Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all secondary age children will be taught Relationships, Sex and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships and Sex Education

Relationships and Sex Education will build on the teaching at primary. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Your child's school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, pupils will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

You can find further details by searching '**relationships, sex and health education**' on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of secondary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further details by searching '**relationships, sex and health education**' on GOV.UK.

## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships, Sex and Health Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



## Right to withdraw your child

You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If you do not want your child to take part in some or all of the Sex Education lessons delivered at secondary, you can ask that they are withdrawn. Your child's head teacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

If your child's school is planning to teach these subjects from September 2019, your right to withdraw your child from Sex Education will be governed by the current legislation and so is absolute for the 2019/20 academic year – your child cannot opt in, and the head teacher will not overrule this request. This will remain the case until September 2020, when the new subjects will become compulsory and the new right to withdraw provisions will apply.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department  
for Education

If you want to know more about what will be taught as part of these new subjects, the best thing to do is speak to your child's school.

## Appendix B: Curriculum overview

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships.</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• 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.</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• The characteristics and legal status of other types of long-term relationships.</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• 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.</li></ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"><li>• 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</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• 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)</li><li>• 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</li><li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li><li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li><li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li><li>• 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</li></ul>

TOPIC	PUPILS SHOULD KNOW
Online and media, including internet safety and harms.	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> <li>• That specifically sexually explicit material e.g. pornography may present a distorted picture of sexual behaviours, damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties, including jail.</li> <li>• How information and data is generated, collected, shared and used online.</li> <li>• 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 or 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</li> <li>• 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</li> </ul>
Being safe.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the abuse of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
Changing adolescent bodies.	<ul style="list-style-type: none"> <li>• Key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• The main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Mental Wellbeing.	<ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing concerns.</li> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> <li>• 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.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
Physical health and fitness, including healthy eating.	<ul style="list-style-type: none"> <li>• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle and maintaining a healthy weight (including the links between an inactive lifestyle and ill health, such as cancer and cardio-vascular ill health).</li> <li>• About the science relating to blood, organ and stem cell donation.</li> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
Drugs, tobacco and alcohol.	<ul style="list-style-type: none"> <li>• The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions.</li> <li>• The law relating to the supply and possession of illegal substances.</li> <li>• The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• The physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• The facts about the harms from smoking tobacco (particularly the risk to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Health and Prevention.	<ul style="list-style-type: none"> <li>• About personal hygiene, germs (including bacteria and viruses), how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• In late secondary, the benefits of regular self-examination and screening.</li> <li>• The facts and science relating to immunisation and vaccination.</li> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
Basic first aid.	<ul style="list-style-type: none"> <li>• Basic treatment for common injuries.</li> <li>• Life-saving skills, including how to administer CPR (best taught after 12 years old).</li> <li>• The purpose of defibrillators and when one might be needed.</li> </ul>

Appendix C: Parent form: withdrawal from sex education within RSE

<b>TO BE COMPLETED BY PARENTS</b>			
Name of child		Tutor group	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

<b>TO BE COMPLETED BY THE SCHOOL</b>
Agreed actions from discussion with parents