



Great Marlow School

Excellence • Compassion • Integrity

Relationships and Sex Education Policy

Recommended by the Leadership Team:	March 2022
Approved by the Curriculum and Personnel Committee: (or Policies Sub Committee)	March 2022
Adopted by Trustee Board:	March 2022
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Indicate as appropriate:

✓ There **has not been** a change to the previous policy.

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1. Aims and ethos

This policy covers our school's approach to relationships and sex education (RSE). At Great Marlow School we are committed to providing a broad approach to education which aims to support the academic, cultural, personal and social development of all our students. From September 2020 statutory Relationships and Sex Education and Health Education become part of the taught curriculum within PSHE. This is an essential part of a student's education and contributes to their personal development.

RSE makes a fundamental contribution to realising the school's vision of ensuring a 'high quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society.' Through its focus on healthy relationships and respect for each other, RSE promotes the key school values of excellence, compassion and integrity.

RSE also develops the six core skills introduced to students in the whole school programme 'My Personal Best': reflection, resourcefulness, readiness, resilience, responsibility and respect.

RSE makes a significant contribution to providing a broad and balanced curriculum which enables students to become lifelong learners, developing confident citizens with a strong sense of self-belief and an appreciation of diversity.

RSE at Great Marlow School has been designed to be age appropriate, inclusive and sensitive to the needs of the community. The aim of this policy is to help parents and carers to understand RSE and encourage them to work collaboratively with the school to support their child. It should also provide information for parents, staff, Trustees and other agencies who deliver aspects of the curriculum on the organisation, content and approach the school has to RSE.

The aims of RSE at our school are to:

- Give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships;
- Enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship;
- Teach what is acceptable and unacceptable behaviour in relationships, helping them 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;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Provide a framework in which sensitive discussions can take place;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to the [2019 statutory guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We are required to have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relations between different groups.

We are required to fulfil our statutory safeguarding duties and ensure any safeguarding issues arising from RSE teaching are identified and followed up in accordance with the school's safeguarding policy.

At Great Marlow School we teach RSE as set out in this policy.

3. Policy development

This policy was produced by the Head of RE/ PSHE. It was developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – the Head of RE/ PSHE pulled together all relevant information including relevant national and local guidance;
2. Trustee consultation – members of the Trustee Board were given the opportunity to look at the draft policy and make recommendations;
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
4. Ratification – once amendments were made, the policy was shared with Trustees and ratified.

4. Definition

We define 'relationships and sex education' (RSE) as the following:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, puberty, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is about the emotional and social development of relationships, and is not about the promotion of sexual activity. It should cover contraception, sexual health, the difference between intimate relationships and non-intimate relationships and promote delaying sexual activity within the context of the law.

5. Curriculum

RSE is an integral part of our whole school Personal, Social and Health Education (PSHE) curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

Students follow a 'spiral curriculum' that aims to build on the knowledge and understanding acquired in previous years of education (including at Key Stage 2). It should support students to achieve the RSE outcomes defined by the DfE by the end of Year 11 (see Appendix 2).

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. The topics and themes, as well as the resources we use, are under constant review as we develop our RSE curriculum.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers from inappropriate sources, especially online. As part of RSE provision we signpost students to trusted websites and relevant support agencies to encourage them to access safe sources for support and further information outside of lessons.

6. Delivery of RSE

In Key Stage 3 RSE is taught within 'Citizenship and PSHE' lessons. PSHE modules fit into the three core themes recommended by the PSHE Association: 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'. We follow the PSHE Association programme of study. RSE is taught across these themes but predominantly in distinct 'Relationships' modules.

At Key Stage 4 RSE is taught within dedicated PSHE lessons. The modules follow the same pattern as above, with dedicated 'Relationships' schemes of work.

Students may also receive stand-alone sex education sessions delivered by trained health professionals.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2. High quality resources, especially those receiving the PSHE Association quality mark, will support our RSE provision and will be regularly reviewed and updated.

The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no student feels excluded and we teach students to respect difference, promote equality and challenge stigma. We ensure RSE fosters LGBT+ equality by embedding diversity in our schemes of work and lesson planning as part of an inclusive curriculum.

We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND), by close collaboration between the PSHE Department and the school's Directors of Learning, Learning Support Department and Student Support Department

We use simple baselines to ascertain what students already know, and find out what they would like to learn to ensure the content and delivery of RSE is appropriate and relevant. Students will be encouraged to reflect on their own learning and progress by regularly using baseline and reflection activities at the beginning and end of topics or lessons. Assessment in RSE will take the approach that progress will be demonstrated largely through these self-assessment activities rather than formal testing.

Distancing techniques are used to teach RSE, which provides depersonalised examples which support students to explore what is being taught without sharing their own personal experiences in the lesson. All aspects of PSHE, including RSE, are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment.

We want students to be able to discuss their concerns and find out information but we cannot guarantee confidentiality. Should there be a safeguarding issue this must be followed up according to the school's safeguarding procedures.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

7.3 Staff

The RSE programme is led by the Head of PSHE and managed by the SMSC Coordinator.

It is taught by these two staff as well as a team of PSHE teachers from the Citizenship and PSHE Departments. Some aspects are taught by staff from the Science and RE Departments.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-science components of RSE

Staff will receive professional development opportunities to support effective RSE delivery (see section 9).

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Working with parents and carers and the right to withdraw

The school believes it is vitally important that all students receive both relationships and sex education. The school recognises how important it is to work with parents and carers to support students.

Guidance for parents and carers entitled 'Understanding relationships, sex and health education at your child's school' can be found on the [Department for Education website](#).

Parents have the right to withdraw their children from the non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

9. Training

To ensure staff are confident to deliver all aspects of the RSE curriculum, access to online, in-school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

10. Monitoring arrangements

The delivery of RSE is monitored by the Head of PSHE and the SMSC Coordinator through the school's internal procedures, including 'work scrutiny', 'learning walks' and student surveys.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

These topics and themes, as well as the resources we use, are under constant review as we develop our RSE curriculum.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn and Spring	<ul style="list-style-type: none"> • Friendships • Positive relationships • Healthy online relationships • The 'Underwear Rule' • Photo sharing • Puberty 	Making Sense of Relationships – NSPCC (PSHE Association Quality Mark)
Year 8	Autumn and Summer	<ul style="list-style-type: none"> • Identifying healthy and unhealthy relationships • Nudes in relationships • When nudes get shared around • Gender stereotypes • Safer online relationships • Sexualised behaviour • Consent 	Send me a pic – ThinkUKnow (PSHE Association Quality Mark)

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Spring	<ul style="list-style-type: none"> • Consent and the law • Contraception • STIs • HIV/AIDS • Pregnancy and choices 	PSHE Association guidance on teaching about consent L1 & 2 BBC Underage and Pregnant
Year 10	Autumn and Spring	<ul style="list-style-type: none"> • Successful relationships • Teenage relationship abuse • Consent • Sharing sexual images 	Disrespect NoBody – Home Office (PSHE Association Quality Mark)
Year 11	Spring	<ul style="list-style-type: none"> • Working out relationships • Marriage and civil partnerships • Avoiding assumptions relating to consent • The right to withdraw consent • Capacity to consent • Persuasion, pressure and coercion • Pornography, sexual images and consent • Rape myths and victim blaming 	Working Out Relationships – University of Exeter (PSHE Association Quality Mark) PSHE Association guidance on teaching about consent L3-8

Appendix 2: Department for Education descriptors for Relationships and Sex Education (RSE)

Source: *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers* DfE (2019)

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

TOPIC	PUPILS SHOULD KNOW
Families	<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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<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

TOPIC	PUPILS SHOULD KNOW
Online and media	<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	<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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • 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

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	