



RUGBY SCHOOL

## Relationships and Sex Education Policy

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October 2021

**This document is open to parents for consultation and comment until 15<sup>th</sup> October 2021.**

**If you wish to make any comments please do so by email: [deputyhead@rugbyschool.net](mailto:deputyhead@rugbyschool.net).**

Effective date October 2021

Date of next review: September 2022

Responsibility for Review: Head of PSHEe

Circulation: Governors, all staff, volunteers

**This policy has regard to:**

The ISI Handbook for the Inspection of Schools Commentary on the Regulatory Requirements (September 2020)

Equality Act (2010)

Working Together to Safeguard Children (2015)

Keeping Children Safe in Education (September 2021)

Sex and Relationship education guidance (2020)

**Introduction and Aims**

At Rugby School our belief is that ‘The Whole person is the Whole point.’. As a result we aim to engage our students in a broad and rigorous learning experience: offering open and safe spaces for students to consider and reflect on their values around relationships as well as developing the attributes necessary for them to be able to navigate an ever-changing world in an assertive and compassionate way.

By the time our students leave us, our aim is that they will have developed the dispositions necessary to become empowered and autonomous citizens: a persistently reflective habit, the disposition to think creatively and critically, resilience and resourcefulness in the face of challenge and failure, confidence with collaboration and with stepping out into the intellectual unknown.

PSHEe, and the Relationships and Sex Education (RSE) within that, are vital components of this and this is reflected in the fact that all students have weekly PSHEe sessions throughout their time at Rugby.

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. All young people today are growing up in an increasingly complex world and live their lives both on and off line. This presents many positive and exciting opportunities, but also challenges and risks. Our aim is to ensure that in this environment young people have the knowledge skills and attributes needed to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

We also believe that mental wellbeing is central to a young person's success and will enable them to build positive relationships. We know that young people are increasingly experiencing challenges, and that they are at particular risk of feeling isolated. We take a Protective Behaviours approach to our teaching and ascribe to the 2 themes:

1. We all have the right to feel safe all the time
2. We can all talk with someone about anything even if it feels awful or small.

The RSE curriculum will give our students the knowledge and capability to take care of themselves and seek support if problems arise. RSE is taught in the wider context of helping to foster students' wellbeing and develop resilience and character that we know are fundamental to young people being happy, successful and productive members of society. We promote positive personal attributes including kindness, integrity, generosity, and honesty.

The aims of Relationship and Sex Education at Rugby School are to:

- Provide a framework in which sensitive discussions can take place
- Support students' understanding of puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Promote inclusivity by an awareness and acknowledgement of diversity
- Allow students to make informed decisions about sex and relationships and contextualise these within the digital age

### **Statutory requirements**

At Rugby School we teach Relationship and Sex Education as set out in this policy.

This forms part of the Personal, Social, Health and Economic Education (PSHEe) curriculum, also known as the Floreat programme, and is in line with the government recommendations in the Relationship and Sex Education Guidance (Sept 2020) and a consultation period with students, governors and the parents of our students form part of the process of development of this policy.

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 students.

### **Rationale and Ethos**

Relationship and Sex Education involves a combination of sharing information and exploring issues and values. Relationship and Sex Education does not promote sexual activity either directly or indirectly.

Relationships and Sex Education has become compulsory in 2020 in all secondary schools.

## **Delivery of Relationship and Sex Education (RSE)**

RSE is taught within the PSHEe curriculum, which is known as Floreat

Biological aspects of RSE are taught within the science curriculum in the Middle School

Religious perspectives are included in Philosophy and Theology in the F Block

PSHEe sessions, which will include RSE, are delivered weekly by tutors or internal specialists, as outlined in the scheme of work. In addition, there are some presentations from specialist external speakers, who deliver content in line with the curriculum.

Across all year groups, students will be supported with developing the following skills:

- Communication, including how to develop and manage changing relationships and emotions
- Understanding of human sexuality, including self-esteem and the need for consent
- Recognising and assessing potential risks, to include grooming, radicalisation, female genital mutilation (FGM) and forced marriage
- Understanding the impacts of watching pornography
- Knowledge of the law Informed decision-making, including faith perspectives
- Self-respect, empathy and equality for others, including lesbian, gay, bisexual and transgender (LGBT) issues and the law
- When to seek help and support when required and where to go to do so

## **Roles and responsibilities**

The Governing Body will approve the RSE policy and hold the Head to account for its implementation. The Head is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students.

Tutors are responsible for:

- Delivering RSE in a sensitive way, ensuring it is inclusive and age-appropriate
- Maintaining professional boundaries
- Modelling positive attitudes to RSE
- Monitoring discussions and progress
- Answering students' questions in an age-appropriate manner
- Passing on any safeguarding concerns to the Designated Safeguarding Lead
- Responding to the needs of individual pupils, including special educational needs and disability (SEND) students
- Responding appropriately to students whose parents wish them to be withdrawn from sex education

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 Head.

The Head of PSHEE is responsible for:

- Compilation of whole school scheme of work
- Provision of age-appropriate and inclusive RSE resources
- Support of tutors delivering RSE
- Monitoring of RSE delivery

### **Right to Withdraw**

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE. Parents must state their request in writing to the Head. Parents will then be invited to discuss the request to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child, e.g. the emotional and social effects of being excluded as well as the likelihood of the child hearing their peers' version of what was learned in the class rather than what was delivered by the presenter. Unless there are exceptional circumstances, Rugby School will respect the parents' request to withdraw their child.

Requests from parents must be made annually for consideration. However, three terms before the young person turns 16 years old they are legally able to make their own decision as to whether they receive sex education. The School will make arrangements to provide the child with sex education during one of those terms and a parental request of withdrawal will not be granted. There is no right to withdraw from relationship education or those aspects which are delivered as part of the Science curriculum

### **Monitoring and Evaluation**

The delivery of RSE is monitored by the Head of PSHEe through the delivery of a set curriculum. Students' development in RSE is monitored by tutors, through discussion. The content is evaluated by student focus groups and teacher feedback.

**Authorised Student Pastoral Welfare Committee:**

**Date:**

**November 2021**

The policy will be reviewed annually by the Deputy Head (Pastoral) and the Head of PSHEe.