Relationships and Sex Education Policy

January 2024

1.0 INTRODUCTION AND AIMS

1.1 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.

1.2 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 intellectually unknown.

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

1.4 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 offline. 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.

1.5 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:

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

1.6 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.

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

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

2.0 KEY TERMS

2.1 **Relationships and Sex Education (RSE) 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." (DfE)

2.2 Relationships Education is:

2.2.1 "Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary." (DfE)Under the Children and Social Work Act 2017, the government committed to making relationships education (primary) and relationships and sex education (secondary) statutory in all schools, including LA maintained schools, academies, free schools and independent schools.

2.2.2 From September 2020, all primary schools were required to have Relationships and Health education in place and all secondary schools were required to have Relationships and Sex Education and Health education in place. Since 2014 Personal, Social, Health and Economic education (PSHEe) has been compulsory in Independent schools.

3.0 POLICY CONTENT

3.1 Statutory requirements

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

3.1.2 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 DfE Relationship and Sex Education Guidance (DfE Sept 20191) and a consultation period with students, governors and the parents of our students form part of the process of development of this policy.

3.1.3 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.

4.0 RATIONALE AND ETHOS

4.1 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. Children learn about sex and relationships from the very youngest age, even if we don't talk about them with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' relationships and lives become everyone's

business, we have a duty to talk to our children to help them make sense of it all – both factually and emotionally.

4.2 Effective RSE does not encourage early sexual experimentation - it enables young people to develop a mature approach to understanding the reasons for delaying sexual activity until they are ready, and to build up their confidence and self-esteem to counter peer and media, including social media, pressure. It allows them to understand the language of consent and how to keep themselves and others safe.

4.3 The importance of this has been highlighted in the evidence from posts by prep-aged children on the 'Everyone's Invited' website. There is a growing spotlight on the provision for teaching consent in schools in a mindful manner and this context informs our emphasis on healthy relationships, mutual respect, empathy and seeking and giving consent in the curriculum.

4.4 The ages at which different topics are covered are in line with the programme builders of the PSHEe Association. Decisions are taken by the PSHEe Lead, taking into account the feedback from the pastoral team regarding child development and the changes and difficulties that the young people in our care undergo; school wide pastoral questionnaires, End of Module PSHEe feedback forms, year group Pastoral Council meetings and the information, media and news to which the young people are exposed.

5.0   DELIVERY OF RELATIONSHIP AND SEX EDUCATION (RSE)

5.1 For secondary schools, the statutory guidance sets out the following topics under Relationships and Sex Education: families; respectful relationships, including friendships; online and media; being safe; intimate and sexual relationships, including sexual health.

5.2 The following topics fall under Health Education at secondary school: 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.

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

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

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

5.6 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 (visitors), who deliver content in line with the curriculum.

5.7 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 (LGBTQ+) issues and the law
- When to seek help and support when required and where to go to do so

6.0 RSE/ PSHEe CURRICULUM

6.1 The content of the curriculum is based on the guidance in the DfE publication Relationships Education, Relationships and Sex education (RSE) and Health Education (June 2019) See Appendix A. The curriculum content can be obtained by contacting the Head of PSHEe.

7.0 USE OF VISITORS

7.1 When appropriate, approved workshop providers may be involved in the delivery of RSE.

7.2 Visitors delivering educational workshops are and are accompanied by a member of Rugby School staff at all times.

8.0 STUDENTS WITH SPECIAL NEEDS (SEND)

8.1 Teaching and resources will be differentiated, as appropriate, to address the needs of these students, for them to have full access to the RSE content. Differentiation is conducted in consultation with the Head of Learning Development and PSHEe Lead. The Head of PSHEe monitors feedback from the end of Module surveys to assess understanding.

9.0 SAFEGUARDING AND CONFIDENTIALITY

9.1 Teachers are made aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a safeguarding/child protection issue.

9.2 The staff member will report any concerns in line with the School's procedures, using CPOMS to record and report, or by taking immediate action in line with School procedures if a child is at risk of immediate harm. Members of staff understand that they cannot promise confidentiality if concerns exist.

10.0 RELIGION AND BELIEF

10.1 Our teaching of RSE takes into account the religious background of our students and complies with the Equality Act 2010 under which religion and belief are amongst the protected characteristics.

10.2 Our RSE teaching reflects the law as it applies to relationships, so that our young people are clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

11.0 RIGHT TO WITHDRAW

11.1 We believe that all of the content within our school's PSHEe curriculum, including RSE, is of the utmost importance and relevance to all students.

11.2 There is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any *statutory sex education* that forms part of the National Curriculum for Science.

11.3 However, parents have the legal right to request that their child be withdrawn from some or all *non-statutory sex education*, other than that which is part of the National Curriculum for Science.

11.4 Parents should submit their request their request 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. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

11.5 We will respect the parents' request to withdraw the 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, we will provide the child with sex education during one of those terms.

11.6 See the full DfE guidance, <u>Relationships Education, Relationships and Sex Education (RSE) and Health Education,</u> for more detail about 'the right to withdraw'.

12.0   PARENT CONSULTATION PROCESS:

12.1 Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that Rugby School's RSE programme will complement their role and support them in the education of their child regarding sex and relationships. We aim to build a positive and relationship with parents and carers through mutual understanding, trust and co-operation.

12.2 In promoting this we will:
- Inform parents about the school's RSE policy and practice, allowing reasonable response time to raise concerns
- Answer any questions that parents may have about RSE for their child
- Provide opportunities to understand the delivery of content and resources used in the RSE programme, including parent seminars
- Take seriously any issues or concerns that parents raise
- Keep parents informed of changes in government guidance, the school RSE policy and RSE curriculum
- *Please note that, although all parental views are listened to, they do not amount to a power of veto over curriculum content.*

13.0   STUDENT CONSULTATION PROCESS:

13.1 The Head of PSHEe gathers feedback from all students at key points in the year and responds to those changes where appropriate to ensure full engagement with the RSE and PSHEe programme. Student views are also gathered in tutor-led sessions and feedback provided to the Head of PSHEe. Senior pupils are specifically asked to review this policy document and give feedback.

14.0   ROLES AND RESPONSIBILITIES

14.1 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.

14.2 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

14.3   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.

14.4   The Head of Wellbeing is responsible for:

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

15.0   MONITORING AND EVALUATION

15.1   The delivery of RSE is monitored by the Head of PSHEe through the delivery of a curriculum which is in line with the programme builders of the PSHEe Association. Students' development in RSE is monitored by tutors, through discussion. The content is evaluated by student focus groups, feedback forms and teacher feedback.

15.2   The policy will be reviewed at least annually by the Head of Safeguarding and the Head of Wellbeing

16.0   THIS POLICY HAS REGARD TO:

- The ISI) Handbook for the inspection of association independent schools, including residential (boarding) schools and registered early years settings (September 2023)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance: http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- Keeping Children Safe in Education 2023 - statutory guidance
- Respectful School Communities: Self Review and Signposting Tool - a tool to support a whole school approach that promotes respect and discipline
- Behaviour and Discipline in Schools - advice for schools, including advice for appropriate behaviour between pupils
- Equality Act 2010: advice for schools
- SEND code of practice: 0 to 25 years - statutory guidance
- Alternative Provision - statutory guidance
- Mental Health and Behaviour in Schools - advice for schools
- Preventing and Tackling Bullying - advice for schools, including advice on cyberbullying
- Sexual violence and sexual harassment between children in schools - advice for schools
- The Equality and Human Rights Commission Advice and Guidance - provides advice on avoiding discrimination in a variety of educational contexts
- Education for a connected world 2020
- Promoting Fundamental British Values as part of SMSC in schools - guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools - guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development

- National Citizen Service - guidance for schools
- Political Impartiality in Schools February 2022: https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools

Authorised Risk, Compliance & Safeguarding Committee:	
Date:	**January 2024**

Appendix A – The curriculum

In addition to the topics which are expected to have been covered in primary schools we will cover the following content by the end of a student's time at Rugy School, as outlined in the DfE guidance:

Appendix A: RSE Spiral Curriculum

In addition to the topics which are expected to have been covered up to Year 8 in primary/prep schools, we will cover the following content by the end of a student's time at Rugby School, as outlined in the DfE guidance. Many of the themes are covered throughout the student's time at Rugby School as part of a spiral curriculum. The table below shows where these themes are covered most explicitly.

Relationships						
Theme	**Students should know**	**FB**	**EB**	**DB**	**LXX**	**XX**
Families	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 relationships choices 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.	☑	☑	☑	☑	
Respectful relationships including friendships	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 (link to domestic abuse and peer on peer abuse)		☑	☑	☑	
	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	☑	☑			☑
Online and Media	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 materials placed 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 materials placed online	☑	☑		☑	
	Not to provide material to others that they would not want shared further and not to share personal materials 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		☑	☑		
Being Safe	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	☑		☑		☑
	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, peer on peer 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)	☑	☑	☑	☑	

Category	Statement					
Intimate and sexual relationships including sexual health	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 and menopause		☑ Biology	☑			
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, peer on peer abuse, 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 about 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		☑	☑	☑	
Mental Health	How to talk about their emotions accurately and sensitively, using appropriate vocabulary	☑	☑	☑	☑	
	That happiness is linked to being connected to others	☑	☑		☑	
	How to recognise the early signs of mental wellbeing concerns	☑	☑		☑	
	Common types of mental ill health (e.g. anxiety and depression)	☑	☑			
	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	☑	☑		☑	
	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	☑	☑	☑	☑	
Int	The similarities and differences between the online	☑	☑	☑	☑	☑

Category	Topic					
	world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image for 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	☑	☑	☑	☑	
	How to identify harmful behaviours online(including bullying, abuse or harassment) and how to report, or find support, if theyhave been affected by those behaviours	☑	☑	☑	☑	
Physical health and fitness	The positive associations between physical activity and promotion of wellbeing, including as an approach to combat stress	☑	☑	☑	☑	
	The characteristics and evidence of what constitutes a healthy lifestyle, maintainingand healthy weight, including the links between an inactive lifestyle and ill health,including cancer and cardiovascular ill-health	☑	☑	☑	☑	
	About the science relating to blood, organ and stem cell donation.		☑	☑		
Healthy eating	How to maintain healthy eating and the links between a poor diet and health risks,including tooth decay and cancer	☑	☑	☑	☑	
Drugs, alcohol and tobacco	The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions	☑	☑	☑	☑	☑
	The law relating to the supply and possession of illegal substances		☑	☑	☑	
	The physical and psychological risks associated with alcohol consumption in Adulthood		☑		☑	
	The physical and psychological consequences of addiction, including alcohol dependency	☑	☑		☑	
	Awareness of the dangers of drugs which are prescribed but still present serious health risks		☑			
	The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	☑				
Health and prevention	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	☑				
	About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	☑				
	(late secondary) the benefits of regular self-examination and screening		☑			☑
	The facts and science relating to immunisation and vaccination		☑			
	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood	☑	☑	☑	☑	

	and ability to learn						
Basic first aid	Basic treatment for common injuries	Delivered within CCF First Aid for Alcohol and drugs covered in EB					
	Life-saving skills, including how to administer CPR						
	The purpose of defibrillators and when one might be needed						
Changing adolescent body	Key facts about puberty, the changing adolescent body and menstrual wellbeing	☑	☑				
	The main changes which take place in males and females, and the implications for emotional and physical health	☑	☑				