RELATIONSHIPS AND SEX EDUCATION POLICY

Introduction

Relationships and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. At Marling School, RSE is centred on personal safety (including online safety), care and respect for others and building positive healthy relationships. This is coupled with teaching students about sexual health (including safe sex), and sexuality.

The RSE curriculum plays its part in ensuring a culture where everyday sexism, misogyny, sexual harassment, homophobia and gender stereotyping are not tolerated.

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. RSE at Marling School is intended to help students learn about relationships, emotions, sexuality and sexual health. We aim to present relevant facts in an objective and balanced manner. Lessons are set in the context of the family, friends and wider societal issues and address responsibilities that arise from within these relationships. RSE at Marling School will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019)
- Children and Social Work Act (2017)

All maintained secondary schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

The delivery of RSE at Marling School is underpinned by the following moral and value statements:

- The delivery of RSE is factual, sensitive and balanced.
- RSE within the school promotes meaningful, loving, and healthy relationships.
- Whilst delivering RSE staff will avoid the imposition of personal opinion. Instead they will stay focused on the social, moral, spiritual, health and education aspects of the topics.

Teaching of RSE reflects the law (including the Equality Act 2010) as it is applied to relationships so that students understand what the law allows and what it does not, and the wider legal implications of the decisions that they make.

Across the faiths, there is obviously some variation in attitudes and outlooks in regard to relationships, sex and health. Whilst all do not necessarily share such views, all students are required to respect the teaching of RSE. Marling School will ensure that RSE is respectful of cultural and religious differences whilst completing its statutory duty and moral duty to ensure all students are treated equally.

Reasonable adjustments are made to ensure the RSE curriculum is accessible to all students regardless of special educational need or disability, with specialist advice taken where necessary. The teaching of RSE at Marling School is in line with outcomes outlined within the ECM framework, specifically, "Be Healthy" & "Stay Safe".

Parental Rights and the Curriculum

Parents do not have the right to withdraw their child from the RSE element of the National Science Curriculum. This is the biological aspects of human growth and reproduction.

Information on relationships, sex, and health education is taught in PSHE (Life Skills) lessons.

Parents do have the right to withdraw their child from some aspects of RSE provided within PSHE (Lifeskills) lessons. If a parent wishes to withdraw their child from aspects of the RSE programme then they should write a letter to their child's Head of Year stating their reasons for the request. The relevant staff member will contact parents to discuss their concerns regarding the programme.

Legislation brought in through the Children and Social Work Act 2017 introduced important changes in relation to parental rights to withdraw children from school RSE:

1. Parents will not be able to withdraw their child from relationships education in primary school or secondary school.

2. At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science in maintained schools). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16).

3. Relationships Education remains a compulsory aspect of RSE.

Marling School understands the vital role that parents play in the development of their children's understanding about relationships, sex and health and seeks to work with them. Information on the content of the school's RSE (and wider PSHE) curriculum is shared with parents who are encouraged to make contact with the school to ask for more detail or to discuss any concerns they might have.

The teaching of Relationships and Sex Education

Relations and Sex Education forms part of the broader Spiritual, Moral, Social and Cultural education programme. At Marling this is delivered through:
- Timetabled "Lifeskills" lessons in Year 7, Year 8 and Year 9
- Drop down SMSC days in Year 9 and Y10,
- Fortnightly "Digitial Citizenship" lessons in Year 11
- Sixth Form tutor periods
- Tutor period programmes
- Assemblies and visiting speakers

Appropriate training is provided to ensure relevant members of staff are up to date with the requirements of the RSE curriculum and any new developments which need to be addressed.

The current programme for Key Stage 3 Life Skills lessons can be found in the appendix to this policy.

Safety and Confidentiality

Within the teaching of RSE, we make it clear to students what our expectations are surrounding respect, safety and confidentiality. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Staff will consult with the DSL or another member of the safeguarding team wherever a concern is raised.

The selection of resources

RSE resources are chosen and checked to make sure they are:
- Being inclusive and acknowledging the full spectrum of diversity in society
- Giving positive, healthy and unbiased messages
- Age appropriate

Dealing with explicit questions

The school will:

- Allow individual staff to use their professional judgement to answer questions in front of the whole class or individually taking into account Safeguarding Policy.
- Encourage learners to ask their parents/carers any question outside the planned programme.
- Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Have designated adults that learners know to go to if they wish to talk.

What kind of language will be considered acceptable and appropriate for use in RSE lessons?

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive. Staff will use their judgement in discussion depending on understanding and maturity level of learners.

Ground Rules for lessons

- Respect will be shown at all times.
- The creation and agreement of ground rules will be completed as a class at the beginning of RSE units, facilitated by the teacher.

Monitoring and Evaluation

It is the responsibility of the SMSC coordinator to oversee, organise and monitor the delivery of the RSE programme within the broader PSHE curriculum. The programme is reviewed on an annual basis to ensure it meets national curriculum requirements and local contextual needs. The school takes part in the biennial Gloucestershire Online Pupil Survey. Data from this is used to review the curriculum to ensure it is responsive to student needs.

The PSHE programme is adapted within the school year to respond to national and local events that affect the school community.

The School Development Board are responsible for overseeing, reviewing and organising the Relationships and Sex Education Policy. The policy will be reviewed at least every two years.

Linked Policies

- · Anti-bullying and Hate Policy
- · E-Safety policy
- · Safeguarding Policy
- · Code of Conduct for all adults
- · Single Equality Scheme (Equal Opportunities)

Appendix:

Term	Year 7	Year 8	Year 9
1	Getting to Know You Moving to Secondary Managing Your Time Fact or Fiction Keeping Safe Online	**Facts4Life** Riding the Ups and Downs Keeping Balanced Smoothing the Path Feelings Wellbeing Chance or Choice Healthy Relationships Unhealthy Relationships	**Being ManKind** Big Boys do Cry Realising Your Dreams Relationships Rolemodels
2	Puberty Emotions Friendships Anti-Bullying Family Relationships	**Dementia Project** Living with Dementia Memory Aids Assisted Living Barriers and Stigma Minimising Risk	**Your Money Matters** Saving Money Borrowing Money Security and Fraud
3	Right and Wrong Rights and Responsibilities Consumer Rights Democracy Why do we work? Why give to charity? Supporting our Community	Drugs Smoking Alcohol Vaping Gambling Smartphone Addiction Knife Crime	Pornography Consent Unhealthy Relationships Revenge Porn
4	Wellbeing Confidence and Self-Esteem Exercise What is health? Food Hygiene Dental Hygiene Sleep	Body Image Healthy Relationships Identity and Sexuality Respect Five Ways to Wellbeing	
5	Basic First Aid Advanced First Aid Dealing with Peer Pressure Internet Safety Sun Safety Water Safety	Sugar Rush Energy Drinks Protein Shakes Psychoactive Substances	FGM Sexual Exploitation Knife Crime County Lines
6	Types of Family Committed Relationships Being a Parent	**Being ManKind** Body Image Celebrating Diversity Bullying and Peer Pressure	