



## **RELATIONSHIPS AND SEX EDUCATION POLICY**

### **Introduction**

Relationships and Sex Education (RSE) and Health Education are compulsory in law for all students in state secondary schools.

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 wellbeing, including personal and online safety, care and respect for others and building positive healthy relationships. This includes teaching students about sexual health and safe sex.

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 the most recent versions of all relevant legislation and statutory guidance including, but not limited to, the following:

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

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 Relationships and Sex Education and the Curriculum**

Relationships and Sex Education form part of the broader PSHE education programme. At Marling this is delivered through the following:

- Timetabled “Lifeskills” lessons in Year 7 to 11
- Off-timetable sessions eg Chelsea’s Choice in Y8
- Sixth Form tutor periods
- Tutor Time 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 PSHE, including the teachers delivering Lifeskills 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 whom 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 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.

### **Parental/Carers' Rights**

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

1. Parents/carers will not be able to withdraw their child from relationships education in primary school or secondary school. Relationships Education is a compulsory aspect of RSE.
2. At secondary school level parents/carers 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).

Parents/carers do not have the right to withdraw their child from education about the biological aspects of human growth and reproduction in the RSE element of the National Science Curriculum, delivered in KS3 science lessons.

If a parent/carer wishes to request to withdraw their child from aspects of the RSE programme, they should contact the relevant member of the Senior Leadership Team (SLT) responsible for Personal Development stating their reasons for the request. The relevant staff member will contact parents/carers to discuss their concerns regarding the programme.

Marling School understands the vital role that parents/carers 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 /carers who are encouraged to make contact with the School to ask for more detail or to discuss any concerns they might have. On each occasion the policy is reviewed and republished, parents/carers are consulted for their views on its content.

#### **Linked Policies**

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



**Marling School PSHE curriculum map**

The PSHE programme is delivered across the school via Life Skills and PSHE lessons (see Life Skills curriculum intent documents), the assembly and tutor time programme and stand-alone talks. Provision was updated to reflect the requirements of the 2019 RSE guidance.

Key:

KS3 & KS4 curriculum themes: Health and Wellbeing Relationships Citizenship

KS5 fortnightly themes: Respect & Relationships The Successful Sixth Former Create Your Future Physical & Mental Health Keeping Safe

Term	Year 7 Life Skills	Year 8 Life Skills	Year 9 Life Skills	Assemblies (Topics are varied to include local/topical issues)	KS4 (Y10 & Y11)	Y12	Y13
Autumn 1	<p>Getting to Know You</p> <p>Fact or Fiction</p> <p>Online Safety</p> <p>Puberty</p>	<p>Facts4Life – Mental Health and Wellbeing</p> <p>Chelsea’s Choice – exploitation - Y8</p>	<p>Being Mankind</p> <p>Mens’ Mental Health</p> <p>Failure</p> <p>Relationships</p> <p>Role models</p> <p>Finance – Saving</p>	<p>Marling Values and British Values</p> <p>Marling community, civic values and inclusion.</p> <p>Languages in our community.</p> <p>Disability awareness.</p>	<p>Incel Subculture</p> <p>Anti-Racism</p> <p>Antisemitism</p> <p>Extremism and Radicalisation</p> <p>Online Threats</p>	<p>Transition to 6th form - vision &amp; values/</p> <p>organisation and planning/ tips for success</p> <p>Wellbeing</p> <p>Positive thinking</p> <p>Note taking</p> <p>Mentoring</p> <p>Gender stereotypes</p>	<p>Healthy relationships/peer relationships</p> <p>UCAS/post-18 prep</p> <p>Mental health</p> <p>Study skills</p>

			Borrowing Security	Mental Health		Super-curricular study and opportunities  Everyday sexism  Language to challenge discrimination  Post-18 research  Mental health & balance	
Autumn 2	Emotions  Friendships  Anti-Bullying  Protected Characteristics  Sharing Images/Pornogra phy  Family Relationships	Dementia Project – Causes Symptoms Living Well with Dementia		Safeguarding  Anti-bullying  Resilience  Civic values  Human Rights		Diwali  Consent Careers Men's health Personal safety - spiking Hannukah Mentoring Refugees	Men's health Wellbeing & exams Diwali Personal safety Drugs & alcohol Hannukah UCAS/post-18 prep

Spring 1	<p>Right and Wrong</p> <p>Rights and Responsibilities</p> <p>Consumer Rights</p> <p>Democracy (links to British Values)</p> <p>Work</p> <p>Charity</p> <p>Community</p>	<p>Smartphones</p> <p>Smoking</p> <p>Vaping</p> <p>Alcohol</p> <p>Drugs</p> <p>Gambling</p> <p>Knife Crime</p>	<p>Pornography</p> <p>Consent</p> <p>Sexual Health</p> <p>Recognising Unhealthy Relationships</p> <p>Image-Based Abuse</p>	<p>Faith and culture - New Year values.</p> <p>Upstanding</p> <p>World Braille Day</p> <p>Civic values</p> <p>Mental Health</p>	<p>Sexual Health</p> <p>Coercive Control and Consent</p> <p>Healthy sexual relationships</p> <p>Pregnancy and Pregnancy Loss</p> <p>Abortion</p> <p>Controlled Substances</p>	<p>Leadership</p> <p>Work experience - virtual and real</p> <p>Super-curricular study</p> <p>Mental Health First Aid</p> <p>Apprenticeships</p> <p>Racism - tolerance and diversity</p>	<p>Finance &amp; budgeting</p> <p>Healthy relationships</p> <p>Revision skills</p> <p>Mental Health</p> <p>First Aid</p>
Spring 2	<p>Wellbeing</p> <p>Confidence</p> <p>Exercise</p> <p>Health</p>	<p>Body Image</p> <p>Healthy Relationships</p> <p>Catcalling</p>		<p>Gender equality</p> <p>Young carers</p> <p>Epilepsy</p>		<p>Road safety - What If Roadshow</p> <p>National Careers Week</p> <p>International Women's Day</p> <p>Revision/successful learning</p>	<p>Living away from home</p> <p>Cooking on a budget</p> <p>Wellbeing</p> <p>Revision</p>

	<p>Nutrition</p> <p>Hygiene</p> <p>Dental Hygiene</p> <p>Sleep</p>	<p>Identity and Sexuality</p> <p>Respect</p> <p>British Values</p>		<p>Bipolar awareness</p> <p>World Autism Day</p>		<p>Revision tips &amp; resources</p> <p>Drugs &amp; alcohol</p>	EXAMS
Summer 1	<p>First Aid</p> <p>Peer Pressure</p> <p>Internet Safety</p> <p>Sun Safety</p> <p>Water Safety</p> <p>Network Rail</p>	<p>Body Image</p> <p>Sugar</p> <p>Energy Drinks</p> <p>Protein Shakes</p> <p>Psychoactive Substances</p>	<p>FGM</p> <p>Sexual Exploitation</p> <p>Knife Crime</p> <p>County Lines</p> <p>Sexism</p> <p>British Values</p>	<p>Mental Health Awareness Week</p> <p>Dementia Action</p>	<p>British Values</p> <p>Moral values</p> <p>Ethical issues</p> <p>Protected Characteristics</p>	<p>Wellbeing during exams</p> <p>Vaisakhi</p> <p>Eid</p> <p>Post-18 prep</p>	EXAMS



Summer 2	Types of Family  Committed Relationships  Being a Parent  Year 7 Reflection	Being ManKind -  Gender Stereotypes  Body Image  LGBTQ+  Bullying		We Are Marling - Culture & Diversity	Year 11  Transition to 6th form  Respectful relationships	Post-18 prep  Alternatives to uni  Choosing courses/pathways  Employability skills  Work experience	
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Assistant Headteacher, Personal Development & Inclusion: Louise Harris

SMSC Coordinator: Frances Phillips

Teachers of Lifeskills:

Y7: B Swinger, S Clark, F Phillips, A Brown

Y8: F Phillips, A Brown

Y9: G Balmer

Y10: F Phillips, A Brown, L Leggett, S Bailey

Y11: F Phillips, S Bailey