



Relationships and Sex Education Policy

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Introduction

Relationships and Sex Education (RSE) and Health education are compulsory in law for all pupils 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 safety (including online safety), care and respect for others, physical and emotional health, and building positive, healthy and safe 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. 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 (2024) '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.

Teaching of RSE and the Curriculum

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 clearly 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”.

Relationships and Sex Education form part of the broader Spiritual, Moral, Social and Cultural education programme. At Marling this is delivered through the following:

- Timetabled “Lifeskills” lessons in Year 7 to Year 11
- Off-timetable sessions eg Chelsea’s Story 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 Life Skills lessons, along with details of the teachers delivering those 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 the 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 is 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.
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). Sex Education lessons are marked as Sex Education in the KS4 Lifeskills map.
3. Relationships Education remains a compulsory aspect of RSE.

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

Parents/carers do have the right to request to withdraw their child from some aspects of sex education delivered as part of statutory RSE within PSHE (Lifeskills) lessons.

If a parent/carer wishes to withdraw their child from aspects of the RSE programme then they should write a letter to the Head of Lifeskills stating their reasons for the request. They 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)

Appendix: KS3/KS4/KS5 PSHE Programmes

KS3/4 Lifeskills Content Map

KS3 & KS4 curriculum themes: Health and Wellbeing Relationships Citizenship

Term	Year 7 Life Skills	Year 8 Life Skills	Year 9 Life Skills	Year 10 Life Skills	Year 11 Life Skills	Talks/sessions
Autumn 1	<p>Getting to Know You</p> <p>Create a personal profile - likes/dislikes/what you need from others</p> <p>Fact or Fiction</p> <p>How to assess sources and fact check</p> <p>Online Safety</p> <p>Protecting yourself from identity theft and exploitation. CEOPS.</p> <p>Puberty</p> <p>Understanding emotions and how to deal with them</p>	<p>Facts4Life – Mental Health and Wellbeing</p> <p>Ups and downs of life</p> <p>Balance</p> <p>Feelings</p> <p>5 ways to wellbeing</p> <p>Causes of illness - chance or choice?</p> <p>Positive relationships in life</p> <p>Unhealthy relationships - domestic violence</p> <p>OAKS - 5 ways to wellbeing</p>	<p>Term 1 & 2</p> <p>Being Mankind – Boys do cry</p> <p>Positive masculinity and mental health</p> <p>Role models, contributing to society and achieving your dreams</p> <p>Healthy and unhealthy relationships</p> <p>Positive and negative influences</p> <p>Reflecting on lessons about positive masculinity</p> <p>Finance</p> <p>Saving</p>	<p>Term 1 & 2</p> <p>Incel Sub Culture</p> <p>What is Incel Sub Culture</p> <p>Positive relationships</p> <p>Anti - Racism</p> <p>What does racism look like</p> <p>What does it mean to be anti-racist</p> <p>Anti - Semitism</p> <p>What does semitism look like</p> <p>What does it mean to be anti-semitic</p> <p>Radicalisation</p>	<p>Term 1 & 2</p> <p>Sleep Hygiene</p> <p>Importance of sleep and the impact of bad sleep hygiene</p> <p>Family Life</p> <p>Positive relationships within families</p> <p>Why some families are different</p> <p>Revision</p> <p>Study Skills</p> <p>November</p> <p>What is November and what does it represent</p>	<p>Y8 Chelsea's Story – exploitation</p> <p>Y11 - Positive Masculinity</p> <p>Schoolbeat:</p>

	Physical changes and how to deal with them		Borrowing Security and fraud	What does radicalisation and extremism mean Understand the law and how it applies to radicalisation Online Threats The effects of cyber crime and the law surrounding it	How to recognise the signs of any issues Economic Wellbeing Finance Saving Spending money Who to speak to if there are any concerns	Y7 - Grooming and Exploitation Y8 - Sexting Y9 - Domestic Abuse Y11 Calling it Out - Sexual Abuse
Autumn 2	Emotions Worry and stress and how to cope Friendships Importance of friendship, how to be a good friend Anti-Bullying What is bullying. How to help/get help. Protected Characteristics The Equality Act 2010 Sharing Images/Pornography Sharing nude images and the law Family Relationships	Dementia Project Causes Symptoms Living Well with Dementia Assisted living Tackling stigma Minimising the risk of developing dementia Creating memory boxes Careers Looking at employment sectors				

	Causes of conflict and how to deal with them					
Spring 1	<p>Right and Wrong</p> <p>Morals and values. How you treat others in society.</p> <p>Rights and Responsibilities</p> <p>Human rights</p> <p>Consumer Rights</p> <p>Rights in relation to goods and services</p> <p>Democracy (links to British Values)</p> <p>Introduction to national and local political systems</p> <p>Work</p> <p>Why people work. What you want in a job.</p> <p>Charity</p>	<p>Smartphones</p> <p>Are we addicted?</p> <p>Vaping</p> <p>The dangers of vaping</p> <p>Smoking</p> <p>Laws around smoking and why they exist</p> <p>Gambling</p> <p>Facts and attitudes</p> <p>Alcohol</p> <p>Dangers of alcohol and responsible drinking</p> <p>Drugs</p>	<p>Term 3&4</p> <p>Pornography</p> <p>What is pornography and what is its impact</p> <p>Attitudes to pornography and the law</p> <p>Consent</p> <p>What is consent</p> <p>Discussion of consent scenarios</p> <p>Recognising Unhealthy Relationships</p> <p>Managing conflict in relationships</p> <p>Image-Based Abuse</p>	<p>Term 3&4</p> <p>Sexual Health</p> <p>The importance of sexual health.</p> <p>Coercive Control and abusive relationships</p> <p>What is coercion and control</p> <p>Positive relationships</p> <p>How to recognise an abusive relationship</p> <p>Pregnancy and Pregnancy loss</p> <p>Facts and attitudes</p> <p>Abortion</p> <p>The causes, effects and the law</p> <p>Controlled Substances</p>	<p>Term 3&4</p> <p>Careers</p> <p>Different careers and employment sectors</p> <p>Options after Yr 11</p> <p>Anti - Racism</p> <p>Recognise racist behaviour</p> <p>LGBTQ</p> <p>What does it mean to be an ally</p> <p>Inclusion and Belonging</p> <p>Equality and diversity</p> <p>Respecting people's differences</p> <p>Relationships</p>	<p>Schoolbeat:</p> <p>Y7 - Drugs</p> <p>Y8 - Knife Crime</p> <p>Y9 - County Lines</p>

	<p>Charities and why we donate</p> <p>Community</p> <p>Importance of community. Moving to a new community.</p>	<p>The effects and dangers of drugs</p> <p>Knife Crime</p> <p>Causes, effects and the law</p>	<p>What is revenge porn and what is its effect</p>	<p>The dangers of all substances</p> <p>The laws around controlled substances</p>	<p>Healthy and unhealthy one-to-one intimate relationships</p> <p>Strategies to build healthy lasting relationships</p>	
Spring 2	<p>Wellbeing</p> <p>Five ways to wellbeing</p> <p>Confidence</p> <p>Self esteem</p> <p>Nutrition</p> <p>Balanced diet</p> <p>Hygiene</p> <p>Personal hygiene</p> <p>Dental Hygiene</p> <p>Looking after your teeth</p> <p>Sleep</p> <p>The importance of sleep and how to improve sleep</p>	<p>Body Image</p> <p>The media and body image</p> <p>Advertising and body image/stereotypes</p> <p>Healthy Relationships</p> <p>Healthy relationships v unhealthy relationships</p> <p>Catcalling</p> <p>What it is and what to do</p> <p>Pornography</p> <p>Harmful images and stereotypes v reality</p>				

		<p>Identity and Sexuality</p> <p>LGBT identity and history</p> <p>British Values</p> <p>What are they and how do they link to school values</p>				
Summer 1	<p>First Aid</p> <p>Basic first aid, recovery position, calling 999</p> <p>How to give CPR</p> <p>Peer Pressure</p> <p>How to deal with/resist it</p> <p>Internet Safety</p> <p>Privacy online and avoiding risky behaviour eg sharing images</p> <p>Sun Safety</p> <p>Protecting your skin</p> <p>Water Safety</p> <p>Dangers of open water</p>	<p>Sugar</p> <p>The harmful effects of sugar</p> <p>Energy Drinks</p> <p>The facts about energy drinks</p> <p>Protein Shakes</p> <p>The healthy way to obtain protein</p> <p>Psychoactive Substances</p> <p>Dangers of NPS and Nitrous Oxide</p>	<p>Term 5&6</p> <p>Vaping</p> <p>Vaping by young people and the consequences of vaping</p> <p>Knife Crime</p> <p>Dangers and impact of carrying a knife</p> <p>County Lines</p> <p>What is County Lines and what to do if you are worried</p> <p>Sexism</p> <p>Examining gender stereotypes</p> <p>Sexual Exploitation</p>	<p>Term 5 & 6</p> <p>British Values</p> <p>What are the British Values.</p> <p>How do British Values prevent extremism</p> <p>Online Safety</p> <p>Digital footprint</p> <p>How to be safe</p> <p>Gambling</p> <p>Dangers and impacts of gambling</p> <p>Safe Sex (Sex Education)</p> <p>Resources available on request</p>	<p>Term 5 & 6</p> <p>Mental Health</p> <p>How to cope with exam pressure</p> <p>Who to talk to</p> <p>Revision</p> <p>GCSE Revision skills</p>	

	<p>Network Rail</p> <p>Rail Safety</p>		<p>What is sextortion and what can you do</p> <p>FGM</p>	<p>The Law, contraception, bodies, Consent.</p>		
Summer 2	<p>Types of Family</p> <p>Different types of family</p> <p>Committed Relationships</p> <p>What makes a stable and healthy relationship</p> <p>Respect/equality</p> <p>What it is and how to display positive behaviours</p> <p>Being a Parent</p> <p>Parental responsibilities</p> <p>Year 7 Reflection</p> <p>Reflection on Y7 and presentations</p>	<p>Being mankind</p> <p>Gender stereotypes in society</p> <p>Positive male role models</p> <p>Understanding and accepting diversity</p> <p>Peer pressure and bullying</p>	<p>What is FGM and why do we need to know about it</p> <p>British Values</p> <p>Why British Values are important in our society</p>	<p>Equality Act</p> <p>Why the equality act is important in our society</p> <p>What does the Equality Act mean to us</p>		

KS5 PSHE Programme



MARLING
SIXTH FORM
Downfield Road

PSHE PROGRAMME

The Marling Sixth Form PSHE programme is based on five rotating themes, delivered via Tutor Periods and morning tutor time. The order of themes may vary and different topics may be covered as/when necessary. The topics below illustrate the range of topics that may be covered in each theme. The programme aims to give students information and skills to equip them to live as healthy, respectful adults who make a positive contribution to society.

RESPECT & RELATIONSHIPS

- Vision & values
- Respect & healthy relationships
- Consent
- Equalities
- Gender

THE SUCCESSFUL SIXTH FORMER

- Study skills
- A Level mindset
- Resilience
- Revision

KEEPING SAFE

- Personal safety
- Driving - What If
- Digital literacy/internet safety

PHYSICAL & MENTAL HEALTH

- Sexual health
- Drugs & alcohol
- Mental health
- Stress management/resilience

CREATE YOUR FUTURE

- Unifrog - post-18 options
- Leadership
- Marling Diamond Programme
- Applying to University/other options
- Finance
- Democracy
- Environment

Fortnightly Schedule

Y12 Week 1	Weekly briefing and tutor priorities	PSHE theme	Mini debating	A Level Study Skills	Quiz/tutor group choice
Week 2	Weekly briefing and tutor priorities	PSHE theme	<u>Assembly (MH)</u>	5-min focus (2 5-minute student presentations) (P2 PSHE)	Quiz/tutor group choice
Y13 Week 1	Weekly briefing and tutor priorities	PSHE theme	Mini debating	A Level Study Skills (P2 PSHE)	Quiz/tutor group choice
Week 2	Weekly briefing and tutor priorities	<u>Assembly (MH)</u>	5-min focus (2 5-minute student presentations)	PSHE theme	Quiz/tutor group choice

EXAMPLE OF PROGRAMME CONTENT

<u>Weekly dates</u>	<u>Y12 PSHE themes</u>	<u>Y13 PSHE themes</u>
6- 8 Sep	The Successful Sixth Former & Respect & Relationships	Create Your Future
11 - 15 Sep	The Successful Sixth Former & Respect & Relationships	Create Your Future
18-22 Sep	The Successful Sixth Former & Respect & Relationships	Create Your Future
25-29 Sep	The Successful Sixth Former & Respect & Relationships	Create Your Future
2-6 Oct	The Successful Sixth Former & Respect & Relationships	Create Your Future
9-13 Oct	The Successful Sixth Former & Respect & Relationships	Respect & Relationships
16-20 Oct	Physical & Mental Health	Physical & Mental Health
23-27 Oct	Physical & Mental Health	Physical & Mental Health
	HALF TERM	HALF TERM