

## **RELATIONSHIP & SEX EDUCATION (RSE) POLICY**

Version 2.1 **DRAFT**

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Reviewer: Laura Coffill  
Governor Link: Susie McDonald

# RELATIONSHIP & SEX EDUCATION (RSE) POLICY

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Sex and Relationship Education supports the School's ethos of aiming to produce self-reflective, confident and articulate students. We work to make our community safe and welcoming, happy and supportive and acknowledge the importance of Relationship and Sex Education's role in supporting every student's physical, emotional and moral development and as a school share a common commitment to safeguard and promote the welfare of children and young people.

## A. Guiding Principles

- Relationship and Sex Education (RSE) is an educational entitlement of all students and an essential part of each student's personal development from adolescence into adulthood. It should enable students to make informed and positive choices.
- All students learn about what makes healthy relationships, including with family, friends and on-line, how to recognise unhealthy behaviour in relationships and how to seek help if they feel or are unsafe.
- The RSE programme must aim to develop the skills and attitudes which are required to enable students to form mutually supportive and respectful relationships with friends, members of their family and sexual partners, and to manage their adult lives in a responsible and healthy way.
- All students are supported to develop self-respect, confidence, and empathy.
- All Students are provided with a framework in which sensitive discussions can take place.
- All Students are prepared for puberty, and given an understanding of sexual development and the importance of health and hygiene.
- All students are provided with the correct vocabulary to describe all parts of themselves, their emotions and their identity.
- All teaching will be age appropriate and will respect the diversity of families and faith in our community.

## B. Definition

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health"<sup>[1]</sup>. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding"<sup>[2]</sup>.

## C. Requirements

### 1.1 The Governing Body

The governing body will approve the RSE policy and hold the Headteacher to account for its implementation.

### 1.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing any requests to withdraw pupils from sex education components of RSE. The head teacher is also responsible for ensuring that any young person who was previously withdrawn from sex education but wishes to receive it during the 3 terms before they turn 16 is provided with sex education.

The Headteacher will ensure that all staff who will deliver the curriculum are given access and time to effective training.

The Headteacher will also ensure that the relevant member of SLT will consult with parents about the content of the RSE curriculum.

### 1.3 Staff

- Staff are responsible for:
  - Delivering RSE in a sensitive way, taking account of pupils' cultural and faith backgrounds
  - Modelling positive attitudes to RSE, as with any other subject
  - Monitoring children's learning to ensure they make progress.
  - Responding to the needs of individual pupils
  - Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSE.
- Staff should attend training on the delivery of RSE as part of their induction and as part of the continuing professional development calendar. The head teacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.
- AEN staff will withdraw students from the lesson if they feel it is appropriate to deliver 1:1 work, alternatively, additional support may be provided in class for students with SEND.

***Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching aspects of RSE should discuss the concern with the PSHEE/RSE lead.***

### 1.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, as they would be expected to in any other lesson. A group agreement will be drawn up before the start of the session.

## **2. Confidentiality**

- 2.1 Students may disclose information about their actual or intended sexual behaviour and/or seek advice from members of school staff. 'Staff' will be taken to include teachers, support staff, and any other adult who is supporting the school in the delivery of its curriculum and the care of students.
- 2.2 Under such circumstances, the relevant member of staff must make it clear to students that some information cannot be kept confidential, and that if certain disclosures are made the staff member will log on safeguard.
- 2.3 This will be particularly relevant in cases where students are engaging in or intending to engage in sexual activity below the legal age of consent (16) or in any case where the member of staff may judge the student to be at risk.
- 2.4 Students will be offered sensitive and appropriate support in the event of such disclosures. Further details can be found in the school's Child Protection Policy.
- 2.5 On certain occasions, particularly where there may be issues of child protection, the school will take appropriate action based on received information from other sources, for example, from other students.

## **3. Partnership with Parents and Carers**

- 3.1 Under the Education Act 1993, parents/carers have the right to withdraw their children from the sex education programme except for those parts of the programme taught as part of the statutory National Curriculum orders for science.
- 3.2 The RSE policy is available to parents/carers when their child enters the school and can be viewed on the school's website.
- 3.3 Parents/carers wishing to exercise their right to withdraw their child are advised to contact the PSHEE coordinator to discuss any issues of concern, followed by a letter to the Headteacher.
- 3.4 Alternative arrangements will be made by the Head of Year for any child who is withdrawn from RSE. Once a student has been withdrawn, he/she cannot take part in later Relationship and Sex Education lessons without their parents' approval.
- 3.5 Any enquiries about the Relationship and Sex Education curriculum should initially be made in writing to the Head of PSHEE.

## **4. Policy monitoring and review**

- 4.1 The school's RSE Policy will be reviewed annually by the PSHEE lead before being submitted to the School's Governing Body for amendment and adoption prior to publication.
- 4.2 This review involves evaluating the effectiveness of the programme of study by seeking the opinions and views of both students and teaching staff.
- 4.3 Teaching staff are informed of subsequent amendments to the programme of study and additional training is identified and delivered if required, with the support of external professionals and agencies if necessary.

## **D. Delivery of Relationship and Sex Education Programme**

RSE will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the equality Act 2010.

Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. The school environment reflects, values and celebrates the diversity of our community. Across all key stages, pupils will be supported with developing the following skills:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

Skills and knowledge will be taught in an age-appropriate way. Teaching methods are a combination of sharing information, and facilitating discussions and exploring issues and values. Lessons will be delivered by teaching staff within school. The Department for Education has set out guidance on what children should learn by the end of secondary school, under a series of themes which are set out below. Some themes will recur throughout key stages 3 and 4, others will be delivered in the most appropriate year only. Parents have the right to withdraw their children from lessons on sexual intimacy, sexualised behaviour, and sexual health.

### **Families**

- There are different types of committed stable relationships
- How these relationships contribute to happiness and their importance for bringing up children
- What marriage is, including its legal status compared to other types of long-term relationships
- Why marriage is an important relationship choice for many couples and why it must be entered into freely
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising 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, how to seek help or advice, including reporting concerns about others.

### **Respectful Relationships**

- Characteristics of positive and healthy friendships (including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending (non-sexual) relationships
- Practical steps for a range of 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)
- In school and in wider society young people 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
- Different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- Some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- 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**

- Rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts including online
- Online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- What to do and where to get support to report material or manage issues online
- 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
- 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

### **Being Safe**

- The concepts and effects of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM
- How people can actively communicate and recognise consent, and how it may be withdrawn, in any context

## **Intimate and sexual relationships, including sexual health**

- How to recognise the characteristics of healthy one-to-one intimate relationships
- All aspects of health can be affected by choices related to sex and relationships, positively or negatively
- Facts about reproductive health, including fertility and the potential impact of lifestyle on fertility
- Strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others
- Young people have a choice to delay sex or to enjoy intimacy without sex
- Facts about the full range of contraceptive choices, efficacy, and options available
- Facts around pregnancy including miscarriage
- Choices in relation to pregnancy (with medically and legally accurate, impartial information on all options)
- Sexually Transmitted Infections (STIs), the impact they can have on those who contract them and key facts about prevention and treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- Sources of advice, including how to access confidential sexual health advice and treatment

This policy links with several school policies, practices and action plans including:

- Child protection policy
- Confidentiality policy
- Online safety and Acceptable Use Policies (AUP)

The following documents have informed the drafting of this policy:

- DfE statutory guidance “Keeping Children Safe in Education” 2020
- DfE guidance ‘Relationship and sex education (RSE) and health education.

## **E. Appendices**

Appendix 1 Science lessons.

Appendix 2 Personal Social Health and Emotional Education (PSHEE) Lesson

**In Science, students will learn about these ‘sex and relationship’ topics:**

**1. At Key Stage Three (age 11- 14)**

- 1.1. That fertilisation in humans is the fusion of a male and a female sex cell.
- 1.2. About the physical and emotional changes that take place during adolescence.
- 1.3. About the human reproductive system, including the menstrual cycle and fertilisation.
- 1.4. How the foetus develops in the uterus.
- 1.5. How growth and introduction of bacteria and the reproduction of viruses can affect health.

**2. At Key Stage Four (age 14-16)**

- 2.1. The way in which hormonal control occurs, including the effects of sex hormones.
- 2.2. Some medical use of hormones, including the control and promotion of fertility.
- 2.3. The defence mechanism of the body.
- 2.4. How gender is determined in humans.

PSHEE OVERVIEW OF RELATIONSHIP AND SEX MODULES

YEAR	TOPIC	LEARNING OBJECTIVES
YEAR 7	Growing up, body changes and personal hygiene.	<ul style="list-style-type: none"> <li>To understand that puberty happens to everyone and at different times.</li> <li>To know the physical changes that will happen and personal grooming.</li> <li>To know and be able to use strategies to cope with the emotional changes.</li> </ul>
	Unwanted contact and what to do about it, sexism	<ul style="list-style-type: none"> <li>To understand what sexism is and how it impacts upon each gender.</li> <li>To know what inappropriate behaviour/contact towards another person looks like and why it is not acceptable.</li> <li>What to do if you believe you have been a victim of unwanted contact and how you can access help and support.</li> </ul>
	Sexting and the Law	<ul style="list-style-type: none"> <li>Understanding the laws around sexting and the potential harm and distress that it can cause.</li> </ul>
	Forced marriages and FGM	<ul style="list-style-type: none"> <li>The law on forced marriages and FGM and what to do if you are concerned for yourself or others.</li> </ul>
YEAR 8	Relationships and families	<ul style="list-style-type: none"> <li>To understand that there are different types of committed, stable relationships and how these relationships might contribute to human happiness and their importance for bringing up children.</li> </ul>
	Introduction to contraception (condoms and the pill)	<ul style="list-style-type: none"> <li>To know the purpose of contraception and how it works as well as the responsibility that each person has within a sexual relationship.</li> </ul>

YEAR 9	Positive and negative relationships	<ul style="list-style-type: none"> <li>Looking at different relationships within your close, wider family and local community and understanding the difference between positive and negative relationships and the role that peer pressure plays.</li> </ul>
	Abusive relationships	<ul style="list-style-type: none"> <li>Knowing what constitutes an abusive relationship and where you can access help and support.</li> </ul>
	The risks of STI's	<ul style="list-style-type: none"> <li>Knowing the risks associated with unprotected sex and where you can access sexual health advice.</li> </ul>
	Sexting and pornography	<ul style="list-style-type: none"> <li>Understanding the laws around sexting and the myths created by the pornography industry and how it impacts upon peoples' idea of what a sexual relationship should be.</li> </ul>
	Understanding the law on consent	<ul style="list-style-type: none"> <li>To know the law on consent and rape.</li> </ul>
YEAR 10	Choices: contraception and abortion	<ul style="list-style-type: none"> <li>To understand the consequences of having unprotected sex and the need to use contraception to avoid abortions.</li> </ul>
	Financial and emotional cost of parenting	<ul style="list-style-type: none"> <li>To understand the emotional and financial commitment of parenting and the potential impact upon a person's life.</li> </ul>
	Tackling relationship stereotypes	<ul style="list-style-type: none"> <li>To know and understand the relationship stereotypes that exist within society and their impact upon a relationship.</li> <li>To recognise abusive relationship and to know where to get help and support.</li> </ul>