



## RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Status	Statutory	Date created	September 2009
Any other statutory names for this policy (where applicable)		Date first approved	12 October 2009
Responsibility for this policy (job title)	Deputy Headteacher	Date last reviewed	2 May 2019
Governors' Committee with responsibility for its review	Teaching & Learning	Frequency of review	Every three years
Tick here if Bucks Policy attached in its entirety		To be put on the school website? (Yes/No)	Yes
Approval necessary	Whole Governing Body		

### 1. Aims

- To provide **RSE** in accordance with legal obligations set down by the DfE.
- To ensure all students receive age and circumstance appropriate information and course content to support them to build safe and positive relationships, now and in the future.

### 2. The role of RSE at AHS

#### 2.1 What is RSE?

The aim of Relationships and Sex Education is to give young people the information they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships. In accordance with the 2019 DfE guidance it should teach them about:

- what a healthy relationship looks like and what makes a good friend, family member or partner
- safe sex, contraception, developing intimate relationships and resisting pressure to have sex
- what is acceptable and unacceptable behaviour in relationships so that students understand the positive effects that good relationships can have on their mental wellbeing
- how to identify when relationships are not right and understand how such situations can be managed
- the facts and the law about sex, sexuality, consent and gender identity in an inclusive and age-appropriate way
- the importance of respecting different groups and the impact of bullying
- that some types of behaviour within relationships are criminal, including FGM, forced marriage, sexual exploitation and coercive control
- how to manage online risks
- the facts about reproductive and sexual health, including contraception and STIs and where to get help

The school approach to RSE consists of:

- The taught National Curriculum Science Programme of Study
- RSE modules within each Key Stage delivered within a planned, spiral Learning For Life (L4L) programme by experienced teachers
- Pastoral support for students who experience difficulties

## **2.2 Why RSE?**

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 and Sex Education (RSE) compulsory for all students receiving secondary education from September 2020.

The school has a key role, in partnership with parents/carers, in providing RSE. RSE at Aylesbury High School is taught with an emphasis on personal responsibility, respect for self and others and the development of caring and responsible relationships within a framework of considered moral values.

## **2.3 National and local support and guidance in the development of RSE**

Support and guidance for schools to develop RSE includes:

- RSE training for teachers eg from How To Thrive
- Advice and support for schools from external agencies, such as the PSHE Association and Public Health England.

## **2.4 Morals and values framework**

Our approach to RSE will be conducted within a clear moral and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to express their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate RSE.
- Access to help from trusted organisations.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias.

## **2.5 Inclusion**

In accordance with the Equality Act 2010, it is important that the AHS RSE curriculum covers the wide range of cultural, religious and social backgrounds of our students. We ensure that our RSE lessons are mindful of the protected characteristics of age, sex, race, disability, religion and belief, gender reassignment, pregnancy, marriage or civil partnership or sexual orientation. To ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect, we include lessons on LGBT from Year 7 onwards. RSE lessons are inclusive and consider all types of relationships. We also ensure that RSE is taught in a manner that allows for the inclusion of students with SEND requirements.

### 3 Implementation

#### 3.1 Aims of the RSE programme

- To provide accurate information about, and understanding of, RSE issues
- To dispel myths
- To explore a range of attitudes towards RSE issues and to help students to reach their own informed views and choices for a healthier lifestyle
- To develop respect and care for others
- To increase students' self-esteem
- To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others
- To contribute to a reduction in local and national pregnancy, sexually-transmitted infections and abortion rates

#### 3.2 Place in the curriculum

The main RSE programme will be delivered through L4L lessons. In addition, certain biological aspects are delivered through Science lessons and other aspects of RSE arise in Religious Studies (moral discussion of relationship formation) and in Geography (population issues).

#### 3.3 Delivery of RSE

Delivery of RSE is by L4L staff, working under the guidance of the L4L Coordinator. The RSE programme has been created for groups of students within the PSHE framework and is delivered in a developmental manner so that issues are explored in greater depths as students mature. The teacher may also signpost the students to sources of advice such as the school nurse team or online help. The teacher can also seek advice from the Designated Safeguarding Lead. PSHE is not taught by all staff; it is taught by a small number of staff with pastoral responsibilities and experience. We ensure that these staff are comfortable with delivering the RSE programme.

#### 3.4 Content, methodology and resources

Aspects of RSE are delivered in the following year groups:

Year 7	How to be a good friend; how to form and maintain friendships. Staying safe online Cyberbullying Puberty, periods, the reproductive system, how an egg is fertilised Sexual and gender identity and respect Penn Resilience Programme includes strategies for dealing with conflict within families and who to go to for help Equality - topics of presentations are based on the 2010 Equalities Act and The International Declaration of Human Rights
Year 8	Dangers of sexting Risk of sexual exploitation Topics of drugs and alcohol include how these can lead to risk taking behaviour The 'Sex Ed Sorted' unit of work includes: what is sex, consent and control, sexual and gender identity, contraception, STIs, good sexual health, where to get help
Year 9	Forced marriage
Year 10	The dangers of viewing and sharing sexually explicit material

	Pornography Honour based violence, including FGM Consent CSE Alcohol, substance misuse and personal safety Wellbeing in relationships
Year 11	Healthy Relationships
Year 12	Sexual Consent
Year 13	Change in relationships when students move away from home.

Active learning methods which involve students' full participation will be used. This includes use of quizzes, case studies, research, role play, video/dvd, small group discussion and use of appropriate guest speakers.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

Some resources have been written by the AHS L4L team, but resources are also used from trusted organisations such as the following:

How To Thrive - eg [Sex Ed Sorted](#) in Year 8

Public Health England - eg [Friendships](#) in Year 7

CEOP - eg [Jigsaw](#) in Year 7 on online safety and [Exposed](#) in Year 8 on the consequences of sexting

Stonewall - eg [The School Report](#) in Year 7

LGBT Youth Scotland - eg [Silence Helps Homophobia](#)

Show Racism the Red Card on [Homophobia](#)

### 3.5 Ground rules and distancing techniques

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis:

- Students will be given preparation so that they will know how to minimise any embarrassment they feel
- No one (staff or student) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- Staff will use the correct names for body parts
- Meanings of words will be explained in a sensible and factual way

### 3.6 Dealing with questions, including difficult questions

- Staff should establish clear parameters about what is appropriate and inappropriate in a whole-class setting. If a verbal question is too personal the teacher should remind the students of the ground rules.
- Staff should set the tone by speaking in a matter-of-fact way.
- Students should be encouraged to write down questions anonymously and post them in a question box; staff will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.

- If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Staff should not be drawn into providing more information than is appropriate to the age of the young person.
- The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a member of staff is concerned that a student is at risk of sexual abuse, the Designated Safeguarding Lead should be informed and the usual child protection procedures followed.
- Explicit or difficult questions do not have to be answered and can be addressed later.

### **3.7 Monitoring, evaluation and assessment**

The programme is regularly evaluated by the pastoral team. The views of students and staff who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. Observation of RSE lessons will be undertaken by the L4L Coordinator. Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools.

### **3.8 Parental concerns and withdrawal of students**

The DfE's 2019 guidance makes it clear that parents have a legal right to withdraw their children from dedicated 'Sex Education' lessons, but not from Relationships Education. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. We ensure that parents know what will be taught and when in several ways (in this policy, on our website and in Parent Information evenings) and clearly communicate the fact that parents have the right to request that their child be withdrawn.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If any parents/carers request to withdraw their child the teacher responsible for L4L will discuss this with the parents and clarify the nature and purpose of the curriculum, the benefits of receiving this important education and any detrimental effects that withdrawal might have on the 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. Once those discussions have taken place, except in exceptional circumstances, the school 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, the school will make arrangements to provide the child with sex education during one of those terms.

## **4. Pastoral support for students**

### **4.1 The nature of support available to students**

The school takes its role in the promotion of student wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for students in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. The school will keep up to date about the development of local services and national helplines for young people and publicise these to students.

### **4.2 Confidentiality and informing parents/carers**

All members of the school's staff should be familiar with the Confidentiality Policy. Child protection procedures must be followed when any disclosures about abuse are made.

Informing parents/carers of issues arising is also covered in the Confidentiality and Child Protection and Safeguarding Policies.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

#### **5 Dissemination of the policy**

The policy is accessible on the school website. Parents have open access to the policy and can request a copy from the school's reception.