



HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

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|---------------------------|------------------------|------------|
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| Lead | Laura Laszcz | |
| Governor Committee | Chair of Governors | |
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Contents

1. Vision & Objectives
2. Legal Requirements
3. Policy and Curriculum Development
4. Sensitive or Controversial Topics
5. Organisation and Delivery
6. Roles and Responsibilities
7. SEND Pupils
8. Parents' right to withdraw
9. Training
10. Confidentiality
11. The Role of Health Professions in the Delivery of RSE
12. Monitoring and Evaluation
13. Raising concerns about this Policy or the RSE Curriculum

Appendix A: Relationships and sex education curriculum map

Appendix B: By the end of secondary school pupils should know

Appendix C: Parent form: withdrawal from sex education within RSE

From September 2020 the Government will rename Sex and Relationships Education- Relationships and Sex Education. RSE is used in this policy as an abbreviation of the new name from September 2020. It is important to note that the new statutory framework also includes health education, but 'health education' is not currently covered in this policy.

1. Vision & Objectives

Vision

At Henley-in-Arden School, we believe that our high-quality Relationships and Sex Education will stay with our pupils for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE at Henley-in-Arden School is pioneering an innovative curriculum fit for the world our young people are living in. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Henley-in-Arden School we are committed to the important role that RSE plays pupils' holistic education and we aim to build on the RSE programmes covered in Primary School. The theme of consent underpins all our RSE lessons. We introduce pupils to the importance of consent from Year 7 and this is revisited on a yearly basis and adapted to the age of each year group.

Objectives

At Henley-in-Arden School our Relationships and Sex Education Programme seeks to:

- Have cultural capital and uphold the values of equality, dignity and inclusion for all members of our community
- Be age appropriate and differentiated to the needs of the pupils'
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully inclusive of all genders, sexual orientations and all types of families (LGBTQ+ inclusive)
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of loving relationships, rooted in mutual respect
- Explore the skills needed for effective parenting and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family

Henley-in-Arden School RSE Policy

- To ensure that BAME, LGBTQ+ and people with disabilities are positively represented in our curriculum
- Ensure pupils can identify the qualities of healthy and unhealthy relationships
- Allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for delaying sexual activity
- Make pupils aware how and where to seek help if they are in an unhealthy or abusive relationship
- Prepare pupils for the journey from adolescence to adulthood
- Provide pupils with a safe environment to learn about sexual orientation and gender identity, reinforcing the importance of mutual respect and tackling LGBTQ+ misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that pupils have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases
- Ensure pupils understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop pupils' understanding of the dangers of pornographic material

2. Legal Requirements

Henley-in-Arden School must provide RSE to all its pupils, under Section 34 of the Children and Social Work Act 2017. Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

From September 2020 the guidance document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**' will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including

Henley-in-Arden School RSE Policy

academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.

This Policy and the Henley-in-Arden School RSE Curriculum have been updated to comply with statutory guidance from the Department for Education (DfE), "2019 Guidance. Relationships education, relationships and sex education (RSE) and health education", which is compulsory from September 2020.

All schools are public bodies. As such, they have obligations under the Equality Act 2010, including:

- a) A duty not to discriminate against the nine protected characteristics that are set out by the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- b) The Public Sector Equality Duty, which requires public bodies to have due regard to the need to:
 - i. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010; i
 - ii. Advance equality of opportunity between people who share a protected characteristic and people who don't;
 - iii. Foster good relations across all characteristics, and between people who share a protected characteristic and people who don't.

3. Policy and Curriculum Development

Parents and carers of Henley-in-Arden pupils have been consulted in the development of this Policy, to comply with compulsory requirements from the DfE. On 26th June 2020, a consultation letter was published on the school website with a draft of this Policy and all parents/carers were given a two-week window to respond.

This Policy was also developed to meet good practice recommendations from the DfE. All Henley-in-Arden staff were invited to respond to the consultation on this Policy and a year 10 panel of pupils were also invited to respond (after a Teams meeting to introduce the policy to them).

Following the consultation process, this Policy and our RSE Curriculum was ratified by the Headteacher and the Board of Governors.

The contents of the Relationships & Sex curriculum will be made available to parents on request. Our curriculum content will cover the required themes as set out in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers-*** See Appendix A for our programme of study in each year group.

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

4. Sensitive or Controversial Topics

1. During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
3. Teachers should establish a set of ground rules so that young people are aware of parameters.
4. Pupils should never be asked to disclose their sexual orientation or personal information about themselves or others
5. Teachers and pupils will show respect for all genders, sexualities and different types of families
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
8. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind and will always avoid the development of bias and

prejudice. Teachers will challenge stereotypes and misconceptions about HIV.

9. Teachers should also be aware that they may be dealing with pupils who are HIV positive or who have close links with others who are.

5. Organisation and Delivery

1. Relationships & Sex Education is taught via PSHRE days
2. All pupils within the school have equal access to Relationships & Sex education.
3. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy
4. We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.

6. Roles, responsibilities and training

6.1 The governing board

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

6.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science and non-statutory components of RSE (see section 8).

6.3 Staff

Staff are responsible for:

- Delivering RSE consistently and in line with Henley-in-Arden's values, obligations and their training.
- Modelling positive attitudes of equality, diversity and inclusion.
- Monitoring progress
- Managing and responding appropriately to the needs of individual pupils (e.g. those with special educational needs and disabilities – "SEND pupils").

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science and non-statutory components (i.e. the sex education components) of RSE¹

Staff do not have the right to opt out of teaching RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with their line manager in the first instance and then the Headteacher.

6.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7. SEND Pupils

SEND pupils follow the same RSE programme as all other pupils. When appropriate, and to ensure that the RSE Curriculum is accessible for all pupils, teaching will be differentiated, and content will be adapted to meet the needs of SEND pupils. This will be done on a case by case basis, through collaboration between teaching staff, staff who specialise in SEND pupils in general or work closely with particularly SEND pupils and wider support systems as appropriate (e.g. parents or carers and specialist agencies). When delivering RSE to SEND pupils, we will be mindful of:

- The SEND Code of Practice, which includes a set of outcomes on preparing pupils for adulthood.
- The additional vulnerability that SEND pupils can face, to exploitation, bullying and other issues.
- The possibility that elements of RSE may be particularly important for some SEND pupils, because of the nature of a condition or disability.
- The potential need to tailor content and teaching to meet the specific needs of SEND pupils at different developmental stages.

¹ Should a parent or carer contact a member of staff regarding withdrawing a child from the non-science and non-statutory components of RSE then they should forward the request to the Headteacher

- See section 8 below for the process for withdrawing pupils from the sex education components of the RSE Curriculum. The process is the same for all pupils.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-science and non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

10. Confidentiality

1. Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see, and in some circumstances to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.
2. When a member of staff learns from an under 16-year-old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead. If a member of staff learns that a 16-year-old pupil is contemplating having sexual intercourse with a pupil below the age of 16 this must also be reported to the Designated Safeguarding Lead.

11. The Role of Health Professions in the Delivery of RSE

The school will work with health professionals in the development and implementation of the schools Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

12. Monitoring and Evaluation

The impact of RSE at Henley-in-Arden School is monitored by through learning walks, the staff appraisal process and day to day management or communication with colleagues, pupils and parents or carers. The implementation of this policy will be monitored and evaluated through the normal processes of Faculty/Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Governors biannually.

13. Raising concerns about this Policy or the RSE Curriculum

Concerns about the delivery of the RSE Curriculum in this Policy will be considered in line with the Henley-in-Arden School Complaints Policy. Before deciding whether or not to make a complaint, parents and carers are kindly asked to consider:

Henley-in-Arden School RSE Policy

- a) This Policy.
- b) The extent to which parents, carers, staff and pupils were consulted or engaged in the development of this Policy and the RSE Curriculum (see Appendix A of this Policy).
- c) Whether the complaint would be an appropriate, fair or meaningful use of resources at Henley-in-Arden School (complaints to express dissatisfaction about the DfE's decision to make certain aspects of RSE compulsory will not meet these criteria – see below).
- d) The DfE requires schools to teach pupils about the areas of RSE at Appendix B to this Policy. Henley-in-Arden School is not placed to handle complaints about the scope and content of the national curriculum – these should be directed to the DfE or local government. Henley-in-Arden School can only handle complaints about its interpretation and delivery of that curriculum.²
- e) The reason for and nature of their complaint. Complaints will not be considered if they are based on prejudice or a desire to discriminate against a particular group. If a complaint of this nature is made, appropriate action will be taken to prevent the discriminatory or prejudiced views of the complainant from having a negative impact on the Henley-in-Arden School community and its values of equality, dignity and respect. Appendix A: Curriculum map

² 1 For example, whilst Henley-in-Arden School may consider complaints about when and how it teaches about sensitive issues, such as birth control or LGBTQ++ relationships, we will not consider complaints about whether or not those issues should be taught at all. The DfE requires all schools to teach them and doing so is in line with our values and obligations as a school.

Appendix A: Relationships and sex education curriculum map

| YEAR GROUP | PSHRE DAY (EXACT DAY MAY BE SUBJECT TO CHANGE) | TOPIC/THEME DETAILS |
|------------|--|---|
| Year 7 | Day 2 | Puberty and changing Bodies <ul style="list-style-type: none"> • How boys' and girls' bodies change as we grow up, and how these changes affect us • Periods and Feminine Hygiene Products • Social and Emotional Changes |
| Year 7 | Day 5 | Friendships, Respect & Relationships: <ul style="list-style-type: none"> • Consent & boundaries • Managing friendships & relationships • What makes a good friend • Peer pressure & influence • Positivity & self-esteem |
| Year 8 | Day 2 | Celebrating diversity & equality <ul style="list-style-type: none"> • Religious equality • What is racism? • Sexism & gender prejudices • Homophobia |

Henley-in-Arden School RSE Policy

| YEAR GROUP | PSHRE DAY (EXACT DAY MAY BE SUBJECT TO CHANGE) | TOPIC/THEME DETAILS |
|------------|--|--|
| Year 9 | Day 5 | Sexual Consent and the Law <ul style="list-style-type: none"> • Consent • Delaying sexual activity • Relationships • Contraception |
| Year 10 | Day 3 | Contraception and STI's <ul style="list-style-type: none"> • Contraception • HIV and AIDS • STI's and STD's • The dangers of pornography • Sexual harassment and stalking |
| Year 11 | Day 1 | Health & wellbeing and Relationships & Sex Education <ul style="list-style-type: none"> • Physical health (checking for cancer – breast and testicular) • Organ donation and blood donation • Teenage pregnancy – choices • Abortion (morals, laws, thoughts & feelings) • Love & abuse (what are healthy relationships & what is abuse?) |

Henley-in-Arden School RSE Policy

| YEAR GROUP | PSHRE DAY (EXACT DAY MAY BE SUBJECT TO CHANGE) | TOPIC/THEME DETAILS |
|------------|--|---|
| Year 11 | Day 4 | Exploring Relationships & Sex Education <ul style="list-style-type: none">• Sexting• Porn and its impact on society and unrealistic representations of Sex and Relationships• Sexual Abuse & Rape• Domestic Violence |

Appendix B: By the end of secondary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---|--|
| Families | <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of 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 to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different 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) • That in school and in wider society they 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That 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 • The 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 |

Henley-in-Arden School RSE Policy

| TOPIC | PUPILS SHOULD KNOW |
|------------------|--|
| Online and media | <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically 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 • That 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 | <ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) |

Henley-in-Arden School RSE Policy

| TOPIC | PUPILS SHOULD KNOW |
|--|--|
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |

Appendix C: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|------|--|
| Name of child | | Form | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |
| Staff signature | |

