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| Relationships and Sex Education (RSE) Policy |
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| **Policy Title**  |
| **Relationships & Sex Education (RSE) Policy** |
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| Peregrinate Policy Manager | Angela Mollan, Chris Mollan |
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| Approving Signature | Angela Mollan |
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# Aims of this Policy

## Content of RSE Curriculum

Peregrinate School have created an inclusive RSE curriculum which complies with the statutory requirements by the DFE for secondary schools. By the end of secondary school our students will have developed knowledge of the following areas:

• Families

• Respectful relationships, including friendships

• Online safety and social media

• Being safe

• Intimate and sexual relationships, including sexual health Understanding the law is important

Pupils will also be made aware of the relevant legal provisions when relevant topics are being taught, including:

• Marriage

• Consent, including the age of consent

• Violence against women and girls

• Online behaviours including image and information sharing (including ‘sexting’, Youth-produced sexual imagery, nudes, etc.)

• Pornography

• Abortion

• Sexuality

• Gender identity

• Substance misuse

• Violence and exploitation by gangs

• Extremism/radicalisation

• Criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations) •Hate crime

• Female genital mutilation (FGM)

## Delivery of RSE

RSE is taught within the school’s Personal Growth and Wellbeing (PGWB) subject. Across all Key Stages, pupils will be supported with developing the following skills:

• Communication, including how to manage changing relationships and emotions

• Recognising and assessing potential risks

• Assertiveness

• Seeking help and support when required

• Informed decision-making

• Self-respect and empathy for others

• Recognising and maximising a healthy lifestyle

• Managing conflict

• Discussion and group work

Peregrinate School staff will sensitively deliver all aspects of the RSE curriculum in school. PGWB subject lead, Stephanie Bristow (steph@peregrinate.school) will be responsible for overseeing the delivery of the RSE curriculum by Peregrinate School. Peregrinate School teaching staff will deliver the curriculum in school assisted by the support staff in the wider delivery of the RSE curriculum, these staff members are:

• Adele Browne – adele@peregrinate.school

• Alex Shirley – alex@peregrinate.school

• Nola Search – nola@peregrinate.school

Peregrinate School staff have participated in RSE training to ensure that all teachers and school staff are aware of and confident in carrying out their roles and responsibility in relation to RSE issues which arise in the school.

## Roles and Responsibilities

The Management Committee:

The management committee will approve the RSE policy and hold the Head Teacher to account for its implementation.

Head Teacher:

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see next page)

Staff:

Staff are responsible for:

• Delivering RSE in a sensitive way

• Modelling positive attitudes to RSE

• Monitoring progress

• Responding to the needs of individual pupils

• Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE 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 the Head Teacher.

Pupils:

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude to studies, respect for others at all times and displaying high levels of commitment.

## Parents’ right to withdraw

Parents’ have the right to withdraw their children from the non-statutory components of RSE. Parents can identify when RSE is being covered by referring to the Provision Map which is available on request from admin@peregrinate.school The Provision Map is a working document and is amended regularly, hence not having a permanent copy displayed online. Requests for withdrawal should be put in writing and addressed to the Head Teacher, Angela, via angela@peregrinate.school A copy of withdrawal requests will be placed in the pupil’s educational record. The Head Teacher or PGWB Lead tutor, Steph, will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from RSE.

## Training

Staff are trained on the delivery of RSE by professionals such Barnardos, Liverpool City Council, School Nurses and or other sexual health professionals who will also assist with support and in some instances delivery. Training takes place during our monthly CPD sessions.

This policy will be reviewed prior to set review date should amendments be made to legislation; the policy will be approved by the management committee.

# Relationships Education, Relationships and Sex Education (RSE) and Health Education

## This policy takes into account;

• the Education Act 1996

• the Personal, Social & Health Education (PSHCE) framework,

• the National Healthy Schools Standard,

• the DfEE “Sex & Relationship Education Guidance” of July 2000 (Ref: DfEE 0116/2000

• Ofsted 2006 report on Sex and Relationships (HM1433)

• the DFEE “Relationships Education, Relationships and Sex Education (RSE) and Health Education” (September 2020) and

• Ofsted 2018 report on Relationships and Sex Education in Schools (England), Number 06103.

• Section 34 of the Children and Social Work Act 2017.

• Children, Schools and Families Act 2010

# Principles Peregrinate School’s Relationships Education, Relationships and Sex Education (RSE) and Health Education SRE curriculum is based upon the following principles:

• Effective relationships education, relationships and sex education (RSE) and health education is an essential part of the curriculum if young people are to make responsible and well informed decisions about their lives. The key objective of relationships education, relationships and sex education (RSE) and health education is to help and support young people through their physical, emotional and moral development.

• As part of the new PSHCE framework, relationships education, relationships and sex education (RSE) and health education will help students to develop the necessary skills and understanding for them to lead confident, healthy and independent lives.

• The relationships education will cover five main topics ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

• As part of relationships education, relationships and sex education (RSE) and health education, students should be taught about the nature and importance of marriage as well as issues relating to the demands of family life and parenthood.

• Pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. However, care must be taken to ensure that there is no stigmatisation of students based on their home circumstances.

• Pupils will learn to identify abusive behaviour, and be made aware of different avenues to seek help if they are experiencing or notice abuse.

• Pupils should be given accurate and up to date information regarding relationships education, relationships and sex education (RSE) and health matters and are encouraged to develop skills that promote an understanding of difference and a respect for themselves and others.

• Effective RSE does not encourage early sexual experimentation. Students should be taught the reasons for delaying sexual activity and the benefits to be gained from such delay. They will also be encouraged to seek appropriate advice on sexual health matters.

• It is the responsibility of the school to ensure that the needs of all students are met, whatever their developing sexuality. However, there should be no direct promotion of sexual orientation.

• Relationships Education, Relationships and Sex Education (RSE) and Health Education promotes equal, safe and enjoyable relationships and is to be taught in a way which fosters both gender, and LBQT equality, which is line with the Equalities Act 2010.

# 2. Aims and Objectives of Relationships Education, Relationships and Sex Education (RSE) and Health Education SRE at Peregrinate School:

##  Aims:

To contribute to the spiritual, moral, cultural, mental and physical development of students. To contribute to the National Healthy School Standard. To support the Child Protection and Safeguarding Policy. Objectives:

• To teach about one-to-one relationships, the value of love and care and the responsibilities of parenthood.

• To be inclusive of all our young people regardless of gender, sexual orientation, culture or family circumstances.

• To build self-esteem.

• To teach pupils how to take responsibility for themselves and others and how to deal with the consequences of their actions.

• To provide students with information about different methods of contraception, safe sex and how to access local sources of advice and treatment.

• To give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure.

• To ensure that students have a clear understanding of consent, and understand what is meant by ‘no means no’.

• To ensure pupils have the tools to make well-informed, positive choices for their mental and physical wellbeing and health.

• To link RSE with issues of peer pressure and other risk-taking behaviour in order to promote young people’s personal safety and well-being, including safeguarding issues such as Child Sexual Exploitation (CSE) and Female Genital Mutilation (FGM).

• To ensure students understand how the law applies to sexual relationships.

# 3. What is Relationships Education, Relationships and Sex Education (RSE) and Health Education?

Relationship Education provides information, skills and principles that help and support individuals in fostering healthy and stable relationships.

RSE provides young people with the information they need to help them develop healthy, nurturing relationships of all kinds. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. RSE includes the characteristics of healthy friendships on and offline.

RSE ensures that both boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle set out in the national curriculum for science. It is also about the teaching of sex, sexuality, gender and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Health Education provides information to enable pupils to make well-informed, positive choices for their mental and physical wellbeing and health. The Health Education section has for main topics: puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

## Relationships Education, Relationships and Sex Education (RSE) and Health Education has three main elements:

## Attitudes and Values

• Learning the importance of values, individual conscience and moral considerations;

• Learning the value of family life, marriage and stable loving relationships for the nurturing of children;

• Learning the value of respect, love and care;

• Exploring, considering and exploring moral dilemmas; and developing critical thinking as part of decision making.

## Personal and Social Skills

• Learning to manage emotions and relationships confidently and sensitively;

• Developing self-respect and empathy for others;

• Learning to make choices based on an understanding of difference and an absence of prejudice;

• Developing an appreciation of the consequences of choices made;

• Managing conflict; and learning how to recognise exploitation and abuse and to develop strategies to deal with these issues.

## Knowledge and Understanding

• Learning and understanding physical development at appropriate stages;

• Understanding human sexuality, reproduction, sexual health emotions and relationships;

• Learning about contraception and the range of local and national sexual health advice, contraception and support services;

• Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay

• The avoidance of unplanned pregnancy and sexually transmitted infections.

• Understanding the implications of on-line relationships and know how to manage them safely, including the avoidance of sexting and sharing of explicit sexual pictures and videos with others for their protection.

# 4. How is Relationships and Sex Education (RSE) Delivered at Peregrinate School?

Relationships Education, Relationships and Sex Education (RSE) and Health Education at Peregrinate School follows current DfEE guidelines for schools (2000). It is principally delivered through two main curriculum areas:

## PSHEE Curriculum and Student Support for Well-Being.

 In addition to our own staff who deliver Relationships Education, Relationships and Sex Education (RSE) and Health Education through PSHCE in Key Stage 3 and Personal Learning in Key Stage 4. At times we draw upon the expertise of various outside agencies to help in the delivery of Relationships Education, Relationships and Sex Education (RSE) and Health Education in assemblies or in special presentations.

## National Curriculum Science

N.B: RSE related issues may, on occasion, be raised in other subjects including Religious Studies, English, Drama, General Studies and Art.

## PSHEE Curriculum and Student Support for Well-Being

## KEY STAGE 3 In Year 7 students will learn about:

• Friendship and developing positive working relationships

• Recognising and dealing with bullying, including E-safety

• Personal hygiene

• Adolescent change

• Mental and physical wellbeing

• Marriage and family life

• Family roles and responsibilities

• Effects of changes caused by divorce, separation, bereavement and new family members

• Negotiating with adults

• Tackling discrimination In Year 8 students will learn about:

• Personal hygiene

• Gender identity

• Sexual diversity and attraction

• Challenging homo/bi/transphobia

• Exploring modern family life

• Positive relationships

• Mental and physical wellbeing

• Adolescent change

• Reproduction and sex education, including the law

• Consent

• Contraception and STIs

• The consequences of high risk behaviour in relation to sexual activity

• Equality & tackling discrimination

## KEY STAGE 4 In Years 9, 10 and 11 students will learn about:

• Understanding sex and sexuality

• STIs: knowing the facts from the myths

• Sexual readiness and consent

• Getting sex and relationship advice

• Tackling homo/bi/transphobia

• Tacking discrimination and prejudice

• Mental and physical wellbeing

• The impact of drug and alcohol use on relationships

• How having a baby changes a relationship

• The reality of young parenting

• The financial cost of parenting

• HIV / AIDS – the global dimension

• Contraception – making the right choices

• Pregnancy

• Pornography Education

• Exploitation in relationships

• Domestic violence

## II. National Curriculum Science

At secondary school, the National Curriculum in Science requires that the following elements of RSE SRE should be taught:

## KEY STAGE 3

• Fertilisation in humans is the fusion of a male and female cell

• The physical and emotional changes that take place during adolescence

• The human reproductive system, the menstrual cycle and fertilisation

• How the foetus develops in the uterus

• How the growth and reproduction of bacteria and the replication of viruses can affect health

• How fertilisation can be prevented by contraception and how some methods of contraception protect us from disease

## KEY STAGE 4

• The way in which hormonal control occurs, including the effects of sex hormones

• Some medical uses of hormones, including the control and promotion of fertility

• The defence mechanisms of the body

• How sex is determined in humans

# 5. The School Nurse

The school nurse can play a key role in terms of advice and provision of pastoral support for students and resources. The school nurse and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 years old, without the knowledge or consent of the parents/carers, if that is in the young person’s best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is abuse or serious risk of harm would the health professional follow child protection procedures and breach the young person’s confidentiality. The young person would be kept fully informed at all stages of the procedure. When the school nurse sees pupils on a one-to-one basis she will follow these professional guidelines. RSE lessons will inform pupils of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services for this both inside and outside school.

# 6. The Role of Parents

Parents are the key people in teaching their children about sex, relationships and growing up. Their important role as sex educators is recognised in the Home Office strategy “Supporting Families”, and the school seeks to work in close partnership with parents in this area.

As teachers have a key responsibility for the safety and welfare of pupils, they consequently act in loco parentis. Therefore, it is important to reassure parents that the personal beliefs and attitudes of teachers, and the representatives of outside agencies, will not influence the teaching of relationships education, relationships and sex education (RSE) and health education within the school’s PSHCE framework. All RSE teaching will reflect and support the values set out in this policy document and current legislation.

 The Relationships Education, Relationships and Sex Education (RSE) and Health Education policy will be communicated to parents via the website. Parents have the right to withdraw their child from some, or all, RSE lessons, but not from statutory Science lessons.

The key purpose of this policy statement is to reassure parents that the school’s RSE programme will complement and support their role as parents. However, parents do have the right to withdraw their children from all or part of the relationships education, relationships and sex education (RSE) and health education provided at school, except for those parts not included in the statutory National Curriculum.

If a parent/carer has any concerns about the Relationships Education, Relationships and Sex Education (RSE) and Health Education provision we will take time to address their concerns and allay any fears they may have. If any parents/ carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision. Any parent wishing to withdraw their child is encouraged to make an appointment with their child’s progress leader to discuss the matter. Any complaints about the content or delivery of Relationships Education, Relationships and Sex Education (RSE) and Health Education should be addressed to the Headteacher through the school complaints procedure.

# 7. Safeguarding and Confidentiality

Teachers need to be aware that effective relationships education, relationships and sex education (RSE) and health education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Designated Child Protection person in line with Peregrinate School’s procedures for dealing with child protection concerns. A member of staff cannot promise absolute confidentiality if concerns exist. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made. It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

• The seriousness of the situation and the degree of harm that the student may be experiencing.

• The student’s age, maturity and competence to make their own decisions. 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 be encouraged to discuss issues with their parents/ carers. There may be occasions when a teacher learns that a student under 16 is having or contemplating having sexual intercourse. In this case the teacher should:

• Make sure the student is aware of the need to seek contraceptive and sexual health advice and knows how to get this.

• Encourage the student to talk to a parent/carer.

• Discuss the situation with the Child Protection designated lead who will then advise whether the school’s child protection procedure needs to be followed. The student will be kept fully informed at all stages.

# 8. Dealing with Relationships Education, Relationships and Sex Education (RSE) and Health Education SRE-related bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homo/bi/transphobia, appearance and other sex/relationship issues. Peregrinate School takes the issue of bullying very seriously and this is reflected in the school’s anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Students will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to students who complain of bullying. The PSHCEE curriculum will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

# 9. Monitoring and Evaluation

The Relationships Education, Relationships and Sex Education (RSE) and Health Education programme is regularly reviewed by the Assistant Headteacher (Personal Development and Well-being lead/Inclusion), in consultation with the Assistant Headteacher (Pupil Development and Inclusion) and the Head of Science.

• The Relationships education, relationships and sex education (RSE) and Education Policy is reviewed in the context of the new PSHEE framework and current government guidelines and legislation.

It is the responsibility of the governing body and the Headteacher to ensure that the SRE policy is developed and made available for inspection.

OFSTED is statutorily required under Section 10 of the School Inspections Act 1996 to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect. This process includes evaluating and commenting on a school’s relationships education, relationships and sex education (RSE) and health education policy and programme of study.

This policy is reviewed annually by school in liaison with the Governors’ Staffing and Curriculum committee