



# RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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## 1. INTRODUCTION AND PURPOSE OF THE POLICY

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Vyners School believes that relationship and sex education (RSE) makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. Effective relationships and sex education is essential if young people are to make responsible and well informed decisions about their lives. A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, sexuality and sexual health. It will give all students essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It is an integral part of the PSHE programme within the school.

It is NOT the promotion of sexuality or sexual activity.

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#) In teaching RSE, we are required to have regard to [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2019](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#)

The aim of the RSE policy is:

- To endorse the entitlement of all students at Vyners School
- To confirm the coverage and scope of RSE at Vyners School
- To ensure appropriate guidance is available for staff delivering the programme of RSE
- To specify the right of parents to withdraw their children from all or part of RSE

Relationships and Sex Education at Vyners School has three main components:

### **Attitudes and Values**

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of family life, stable and loving relationships and marriage;
- Learning about the nurture of children
- Learning the values of respect, love and care;
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making
- Challenging myths, misconceptions and false assumptions about normal behaviour.

### **Personal and Social Skills**

- Learning to manage emotions and relationships confidentially and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices with the absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Developing a sense of empowerment to be able to avoid inappropriate pressures and advances.

## **Knowledge and Understanding**

- Learning and understanding about 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 available;
- Learning the reasons for delaying sexual activity, and the benefits that can be gained from such delay;
- The avoidance of unplanned pregnancy and the transmission of sexually transmitted infections;
- Awareness of sex and the law;
- Understanding the difference between consenting and exploitive relationships;
- Learning about internet safety issues such as sexting and sharing of images.

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## **2. THE AIMS OF RSE**

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The aim of relationships and sex education is to provide balanced and factual information about emotional, ethical, moral and religious dimensions of sexual health, together with information regarding human reproduction. Our RSE policy aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and skills to judge what kind of relationship they want;
- Understand the consequence of their actions and behave responsibly within sexual and pastoral relationships;
- Avoid being exploited or exploiting others or being pressured into relationships or unprotected sex;
- Communicate effectively by developing appropriate terminology for sex and relationship issues;
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity;
- Understand and articulate the arguments for delaying sexual activity and the reasons for having protected sex;
- Protect themselves and, where they have one, their partner from unplanned conception and sexually transmitted infections including HIV;
- Find help and acquire skills and confidence to access confidential health advice, support and if necessary treatment.
- A full list of what students should know by the end of key stage 4 can be found in appendix A.

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## **3. ORGANISATION AND CONTENT OF RSE**

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Vyners School delivers Relationship and Sex Education through its PSHE Programme, RE and Science lessons at KS3 and KS4.

Much of the Relationship and Sex Education at Vyners School takes place within PSHE lessons. PSHE is taught by tutors with support from professionals where appropriate.

RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be included.

The Science National Curriculum is delivered by the Science Department. These lessons are more concerned with the physical aspects of development and reproduction.

The RE curriculum is delivered by a team of teachers headed by the Subject Leader. RE lessons focus on the social aspect of RSE including, for example, the role and function of marriage within different religious groups. Matters such as child-rearing and sexuality are considered as well.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Specialists support staff with the teaching of certain aspects of the curriculum. These specialists may include health professional and theatre groups.

Assessment, where apt, is carried out in accordance with standard school policies and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills and attitudes.

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

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## **4. INCLUSION**

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### ***Ethnic and Cultural Groups***

We intend our policy to be sensitive to the needs of different ethnic groups and we will respond to parental and/or student queries in order to allay any concerns that may exist about the SRE curriculum.

### ***Students with Special Needs***

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### ***Sexual Identity and Sexual Orientation***

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationship and sex education is relevant to them.

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## **5. RIGHT OF WITHDRAWAL FROM RSE**

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Some parents prefer to take the responsibility for aspects of this element of a student's education. They have the right to withdraw their children from all or part of the sex and relationship education programme except for those parts included in the statutory National Curriculum (ie. the study of human growth and reproduction in Science lessons).

We would make alternative arrangements for students in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses. Requests for withdrawal should be made in writing using the form in appendix B.

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## **6. CONFIDENTIALITY, CONTROVERSIAL AND SENSITIVE ISSUES**

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For guidance on the teaching of controversial and sensitive issues, please refer to the section headed Organisation and Content of Relationship and Sex Education elsewhere in this document.

Teachers cannot offer unconditional confidentiality and this should never be offered to students.

In a case where a teacher learns from a student under the age of consent that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to their parents and if necessary to seek medical advice;
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures;
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands the circumstances where confidentiality can be broken.

Health professionals in school are bound by their codes of conduct in one-to-one situations with students, but in a classroom situation they must follow the school's confidentiality policy.

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## **6. MONITORING AND EVALUATION OF RSE**

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This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

Pupil consultation – we investigated what exactly pupils want from their RSE

Ratification – once amendments were made, the policy was shared with governors and ratified

It is the responsibility of the Assistant Headteacher with oversight of the pastoral system to oversee and organise the monitoring and evaluation of PSHE, in the context of overall school policies for monitoring the quality of teaching and learning. The PSHE programme will undertake self-evaluation and monitoring through the usual school quality assurance cycle.

The Governors and Leadership Team are responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's relationship and sex education policy, and on support and staff development, training and delivery.

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**Approval / Revision History**

<b>Revision date</b>	<b>By</b>	<b>Summary of Changes Made</b>
April 2021		

## Appendix A

Topic	Pupils should know
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

<p>Online and media</p>	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

**Appendix B**

<b>To be completed by parents</b>			
<b>Name of child</b>		<b>Class</b>	
<b>Name of parent</b>		<b>Date</b>	
<b>Reason for withdrawing from sex education within relationships and sex education</b>			
<b>Any other information you would like the school to consider</b>			
<b>Parent signature</b>			

<b>To be completed by the school</b>	
<b>Agreed actions from discussion with parents</b>	
<b>Staff signature</b>	