

<b>Title and Description</b>	<b>Relationship and Sex Education (RSE) Policy</b>
<b>Date of last review</b>	May 2024
<b>Approved by</b>	Local Governing Board
<b>To be reviewed by</b>	PDBA Sub-Committee
<b>Responsibility</b>	Assistant Headteacher (Student Development)
<b>Review period</b>	Bi-Annually
<b>Date of next review</b>	May 2026

## RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

### Framwellgate School Durham: Ethos and Values Statement

#### **Excellence, Compassion and Respect for All**

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

#### **British Values**

All staff are expected to uphold and promote fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **1. Aims of Relationship and Sex Education**

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships, and respect, love and care for family life. It involves acquiring information, developing essential skills and forming positive beliefs, values and attitudes. The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare all 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, respect for individual conscience, and the skills to judge the kind of relationship they want
- understand the consequences of their actions and behave responsibly within sexual and non-sexual and online relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships
- understand the true meaning of consent
- communicate effectively by developing appropriate terminology/language for sex and relationship issues
- develop an awareness of their evolving sexuality and understand human sexuality and gender identity, challenge sexism and prejudice, and be inclusive
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation, abuse and violence, uninvited/unwanted conceptions, and sexually transmitted infections including HIV
- be aware of sources of help for all young people and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships, enthusiastic consent, sexting and e-safety

RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, including online and not just intimate relationships, and provides a clear progression from what is taught in primary school in Relationships Education.

### **2. Underlying Principles**

We believe that RSE should be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life. It should be set within a wider school context and support family commitment and love, respect and affection, knowledge and openness. It should include an acceptance of families in all their forms. We will encourage students and teachers to share and

listen to each other's views and the right to hold/ express views. We are aware of different approaches to sexual identity, and will not promote any particular family structure. We understand the importance of using the correct anatomical and inclusive terminology, for example in the use of correct pronouns and not assuming he/she in relationships. The important values are love, respect, kindness and generosity and care for each other. We seek to generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment. We also recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes. This policy and information on what will be taught and when will be freely available on our school website for parents to access. We recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

### **3. Relevant policies and publications**

This policy follows relevant legislation and guidance as follows:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE June 2019
- Children and Social Work Act, 2017
- Sex and Relationship Education Guidance, DfES 2000
- Supplementary Guidance Sex and Relationship Education (SRE) for the 21<sup>st</sup> Century, 2013
- Equality Act, 2010
- Not Yet Good Enough: Personal, social health and economic education in schools, Ofsted 2013
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, House of Commons Education Committee, 2015
- Keeping Children Safe in Education- Statutory Safe Guarding Guidance, 2018
- Transforming Children and Young People's Mental Health Provision, Green Paper, July 2018

This policy should be read in conjunction with the school's online safety policy, anti-bullying policy, child protection & safeguarding policy, and our equality, diversity & community cohesion policy.

### **4. What will Relationships and Sex Education include?**

There will be three main elements to our Relationships and Sex Education teaching. Students will learn:

#### Attitudes and Values

- the importance of values, individual conscience and moral choices
- the value and valuing family life, stable and loving relationships, and marriage/civil partnerships
- the nurture of children and successful parenting
- the value of and demonstrating respect, love and care
- about exploring, considering and understanding moral dilemmas
- about developing critical thinking as part of decision-making
- to challenge myths, misconceptions and false assumptions about normal behaviour

#### Personal and Social Skills

- to manage emotions and relationships confidently and sensitively including on and offline
- to develop self-respect and empathy for others;
- to develop positive self-esteem and confidence
- to develop emotional wellbeing and resilience
- how to make informed choices with an absence of prejudice
- to develop an appreciation of the consequences of choices made
- about managing conflict

- to develop the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
- how to report concerns of abuse, and the vocabulary and confidence to do so

### Knowledge and Understanding

- to understand physical, emotional and spiritual development at appropriate stages;
- to understand human sexuality, identity, reproduction, sexual health, emotions and relationships;
- about contraception, Sexually Transmitted Infections and the range of local and national sexual health advice, contraception and support services;
- the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- to understand and appreciation of positive, healthy and enjoyable relationships
- about the avoidance of an unintended pregnancy;
- 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
- the key facts about puberty, the changes in the adolescent body (including physical and emotional) and menstrual wellbeing (Health Education)
- where to go for help and advice and how to access local and national services

## **5. Organisation and Content of Relationship and Sex Education**

Framwellgate School Durham specifically delivers Relationship and Sex Education through its Personal development programme, and through RE and Science lessons at KS3 and KS4. Teachers/tutors deliver the PSHE Curriculum with support from professionals where appropriate. Tutors work closely with their tutees over a number of years and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances. 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 are also included. The national curriculum in science is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. RSE will be representative and inclusive of LGBT young people. The Personal Development programme and Science National Curriculum is taught in every year group.

RSE lessons sometimes consider questions or issues that some students will find sensitive. Before embarking on these lessons, a group agreement, formerly known as 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 group agreement 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.

More expert or specialist teachers and other professionals may support staff who are uncomfortable with teaching certain aspects of the curriculum. Clarity in the role and provision of these staff will be stipulated through our partner working agreement. Support and professional development will be provided for these staff, so that they can develop the confidence in delivering the whole of the RSE programme.

Assessment is carried out, where appropriate, for example at the start and end of every module and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## **6. Inclusion**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it may not be culturally appropriate for them to be taught particular topics in mixed groups. We will respond to parental requests and concerns.

### *Students with Special Needs*

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

### *Gender, Identity and Sexual Orientation*

The RSE lead should ensure that the content is fully integrated into their programme of study. Schools are free to determine how they do this, and we expect all pupils to be taught LGBT content for this area of the curriculum. We aim to deal sensitively and honestly with regard to gender, sexual orientation and identity, answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality need to feel that relationship and sex education is relevant to them.

## **7. Right to Withdraw Students from Relationships and Sex Education**

Parents have the right to request that their child be withdrawn from some parts of sex education, (not relationship education), delivered as part of statutory RSE. It is good practice for the Head Teacher or delegated representative to discuss the request with parents and, as appropriate, with the child, to clarify the nature and purpose of the curriculum, the benefits of receiving the important information, and the possible detrimental effects that the withdrawal might have. A record is to be kept of enquiries, meetings and outcomes.

In exceptional circumstances the school will respect the parent's request, up to and until three terms before the child turns 16. After that point the student can choose to attend RSE. Their SEND should not be a consideration for the Head Teacher to grant a parental request, apart from in exceptional circumstances. Parents are welcome to review any RSE resources the school uses.

## **8. Safeguarding, reports of abuse and confidentiality**

It should be made clear to pupils that teachers and all adults in school cannot guarantee absolute confidentiality if they have any concerns about the safety and wellbeing of a child and they will always act on these concerns. This should be made clear when forming the class Group Agreement and students will be reminded of the name of the designated safeguarding lead at this point. The following points should be noted:

### Young People under the age of 13 years

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13s should always be discussed with the DSL. A referral will be made to First Contact and/or the Police to discuss the appropriate next steps. All incidents should be fully documented on CPOMS.

### Young people between 13 – 16 years

Sexual Activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive, nor coercive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such. Recent changes in law around consent places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption

that it has been obtained from the other person. This is based on them being free, able, and have the capacity to give consent, and that on each occasion it is negotiated and agreed.

In cases of sexual activity involving 13-15 year olds, staff should refer to the DSL. The DSL will determine whether a referral will need to be made to First Contact and/or the Police to discuss appropriate next steps. In any circumstances where issues of abusive, coercive or exploitative behaviour are suspected within relationships (even if the students are 16 years or above) staff must inform the DSL who will make appropriate referrals. All incidents will be documented on CPOMS.

### Codes of Conduct

Health professionals in school are bound by their codes of conduct and have a duty to share information with relevant others, if they believe that a child is suffering abuse.

**Fraser Guidelines:** The Fraser guidelines help people who work with children to balance the need to listen to children's wishes with the responsibility to keep them safe.

Fraser guidelines relate to a 1985 judgement in the House of Lords on a legal case which looked specifically at whether doctors should be able to give contraceptive advice or treatment to under 16-year-old girls without parental consent. Since then, they have been more widely used to help assess whether a child has the maturity to make their own decisions and to understand the implications of those decisions.

Adults working or volunteering with children in any context need to consider how to balance children's rights and wishes with their responsibility to keep children safe from harm. Key issues to bear in mind include:

- The child's safety is paramount. Child protection concerns must always be shared with the relevant agencies, even if this goes against the child's wishes.
- Underage sexual activity is a possible indicator of child sexual exploitation and children who have been groomed may not realise they are being abused.
- Sexual activity with a child under 13 is a criminal offence and should always result in liaison with Children's Services

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership protection procedures with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18'

## **9. Roles and Responsibilities**

**The Local Governing Board** will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation and impact. They will oversee the review, organisation and revision of the Relationship and Sex Education Policy.

The **Headteacher** is responsible for ensuring that the policy is implemented effectively

It is the responsibility of the **Curriculum Leader for PSHE** to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation. Student voice will be used for baseline and follow up evaluation to feed into the review process. Regular line management will be carried out by the Assistant Head (Student Development) and Assistant Head (Curriculum and Teaching).