

# Relationships and Sex Education (RSE) Policy



SUTTON VALENCE SCHOOL

This Policy has been created in accordance with the statutory guidance provided in *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (September 2020)

Documents that inform our school's RSE policy include:

Education Act (1996)  
Learning and Skills Act (2000)  
Education and Inspections Act (2006)  
Equality Act (2010)  
Supplementary Guidance SRE for the 21st century (2014)  
Keeping children safe in education – Statutory safeguarding guidance (2016)  
Children and Social Work Act (2017)

## **1 Definition**

RSE aims to

- Provide knowledge about the nature of human sexuality and the processes of human reproduction in the context of loving relationships;
- Encourage pupils to appreciate the values of a stable family life, marriage and the responsibilities of parenthood;
- Promote pupils' self-esteem, respect for themselves and others, and appreciation of the need to act responsibly;
- Encourage pupils to develop considered values based on a moral code which will enable them to lead healthy, happy and emotionally stable lives now and in the future
- Enable pupils to recognise the physical, emotional and moral implications of certain types of behaviour;
- Enable pupils to understand what is legal and what is not in sexual relationships.

## **2 Delivery of RSE to Pupils**

RSE is delivered through a wide range of areas: Junior Science, Biology, PSHE, Religious Studies, outside speakers and our School Nurses. Such teaching will be presented in an objective, balanced, inclusive, age appropriate and sensitive manner. Inevitably aspects of sex education will arise in various other subject areas (such as Science, English, History or Drama); when this happens, they will be addressed in a thoughtful, sensitive manner by members of staff using their professional judgement and common sense.

Our RSE programme is an integral part of our whole school PSHE education provision and will cover the following topics, as appropriate to the pupils' age, development and needs (see Appendix One for further details):

- Human reproduction
- Respect for self and others
- Puberty and other life stages
- Marriage
- Contraception
- Consent
- Peer and cultural pressures
- Divorce
- Pregnancy choices including parenthood, abortion and adoption.  
Fertility and IVF
- Genetics

- Sexual orientation and gender identity
- Legal issues including sexual harassment and relationship abuse
- Pornography
- Sexually transmitted infections including HIV and AIDS
- Staying safe online and in social situations
- Sexting

Pupils will generally, but not exclusively, be taught in mixed groups.

### **3 Parents**

Parents have a primary responsibility in this area; the School's role is to complement and enhance the parents' role, not to usurp parental responsibility in these matters. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, will require the Headteacher to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, the school will respect the parents' request to withdraw their 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 should make arrangements to provide the child with sex education during one of those terms, as set out in Government mandatory guidance (2020).

If a pupil is excused from sex education, it is the School's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education, as set out in the Government mandatory guidance (Sept 2020).

The statutory guidance on RSE (September 2020) states that RSE policies should have sections that cover, 'how the policy has been produced, and how it will be kept under review, in both cases working with parents'.

As part of our whole School approach to RSE, Parent Information sessions and opportunities for parents to engage with the materials and resources used are shared in an open and transparent way via the parent portal and weekly wellbeing newsletter. Parents will regularly be asked for feedback on this policy and the School's RSE provision.

### **4 Staff**

In-service training will be provided for members of staff.

Where the provision of RSE occurs outside the departments accustomed to teaching it, members of staff will be entitled to ask not to be involved in delivering particular sections of the syllabus.

Where outside speakers are to be used in delivering a particular topic, a copy of the policy will be sent beforehand, and the content and presentation of the proposed talk agreed upon; a member of staff will usually be present with the pupils throughout the talk. All visiting speakers must sign the declaration form regarding compliance with the Equality Act and the prevention of extremist views. All speakers are subject to the appropriate Safeguarding checks.

The provision of RSE will be kept under regular review by the Senior Deputy Head.

## **5 The Equality Act 2010**

Under the Equality Act of 2010, various characteristics are protected by law:

- a) Disability
- b) Gender reassignment
- c) Marriage and civil partnership
- d) Pregnancy and maternity
- e) Race
- f) Religion or belief
- g) Sex
- h) Sexual orientation

In the departmental advice to schools, it is stated that, ‘schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic’.

The same advice also states that, ‘schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination’.

Therefore, the School teaches a wide-ranging curriculum for RSE, which includes a number of challenging ideas, and these ideas will always be taught in an inclusive and non-discriminatory fashion.

## **6 Lesbian, Gay, Bisexual and Transgender**

The School considers that secondary school age children are mature enough to be able to discuss LGBT+ topics, and therefore these topics are addressed from the First Form onwards.

## **7 Accessibility**

In accordance with The Equality Act, the School is dedicated to ensuring that all aspects of the curriculum are accessible to all students, regardless of ability/disability and SEND. This principle is particularly relevant to RSE, where the School recognises that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

RSE teaching at the School will be developed in conjunction with the curriculum support (SEN) department to ensure that it is accessible and that reasonable adjustments are made for specific students where required.

RSE teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

## Appendix One

### Pathways SOW 2023 – 2024

#### To be read in conjunction with the following documents:

- Pathways calendar
- Pathways Policy
- Pathways SOW Character Strengths - Outlines and Definitions
- Promoting British Values within the Pathways SOW

Week (as SVS Calendar)	Focus	Content	Learning objectives	Indicative character virtues and British Values
	Michaelmas Term			
1	Health and Wellbeing	James Shone: I can, I am. I Can & I Am is a charity with a passion to inspire confidence and to ‘inflate balloons of self belief’	To understand that we need to have perspective, resilience and a recognition of what we can achieve, even in the most adverse of circumstances, if we think positively and apply ourselves.	A, E, F  Wisdom & Knowledge, Courage, Humanity, Temperance and Transcendence.
2 3	Relationships	Healthy and unhealthy Relationships (including consent)	How to identify the signs of a healthy and unhealthy relationship; recognise signs of abuse, understand the term ‘consent’; where to access support.	A, B, E, F  Wisdom & Knowledge, Humanity, Justice, Temperance
4 5	Relationships	Bullying, abuse and the nature of respectful relationships.	To understand: what Everyone’s Invited is and why it is important; what the term ‘rape culture’ means; what the Ofsted report found and concluded; why the	A, B, C, E, F  Wisdom & Knowledge,

			reported incidents are never acceptable; where to access support.	Humanity, Justice, Temperance
<b>6</b>	Relationships	Online safety and digital awareness	Differentiated across form groups: Third and Fourth Form: Issues inherent in gaming and nudes; Fifth and Sixth Forms: Issues inherent in online dating and porn. Where to access support.	A, B, C, E, F  Wisdom & Knowledge, Courage, Humanity, Justice, Temperance
<b>7</b>	Half Term			
<b>8</b>	Half Term			
<b>9</b>	Relationships	Online safety and digital awareness	Differentiated across form groups: Third and Fourth Form: Issues inherent in gaming and nudes; Fifth and Sixth Forms: Issues inherent in online dating and porn. Where to access support.	A ,B, C, E, F  Wisdom & Knowledge, Courage, Humanity, Justice, Temperance
<b>10</b>	Relationships	Understanding, embracing and accepting cultural and racial diversity.	To understand: what diversity means; to give examples of diversity in society in terms of culture and race; to explain why it is important to embrace and accept cultural and racial diversity. Where to access support.	D, E, F  Wisdom & Knowledge, Courage, Humanity, Justice, Temperance
<b>11</b> <b>12</b>	Relationships	Understanding, embracing and accepting sexual diversity	To understand: what diversity means; to give examples of diversity in society in terms of sexuality; to explain why it is important to embrace and accept sexual diversity. Where to access support.	D,E,F  Wisdom & Knowledge, Courage, Humanity, Justice, Temperance
<b>13</b> <b>14</b> <b>15</b>	Health and Wellbeing	Substance use and safety awareness	Differentiated across Form groups: Third, Fourth and Fifth Forms: alcohol, legal and illegal drugs; Sixth Form: alcohol, legal and illegal drugs and staying safe	A, B, C, E, G

			- drink/drug driving and safety in bars and clubs (spiking). Where to access support.	Wisdom & Knowledge, Courage, Justice, Temperance
	Lent Term			
<b>1 2</b>	Health and Wellbeing	Mental health and emotional well being	Relaunch of the Wellbeing Hub. To understand how to register for the Wellbeing Hub if pupils have not already done so. To explain what the Wellbeing Hub can offer them in terms of advice and support.	A, E  Wisdom & Knowledge, Courage, Justice, Temperance, Spirituality
<b>3</b>	Health and Wellbeing	Mental health and emotional wellbeing	To understand what creates negative emotions and anxiety. To be able to differentiate between healthy and unhealthy ways of dealing with negative thoughts and anxiety and the importance of choosing healthy options. Where to access support.	A, E, F  Wisdom & Knowledge, Courage, Justice, Temperance, Spirituality
<b>4</b>	Relationships	Healthy and Unhealthy aspects of sexual relationships and diversity in terms of sexuality and sexual identity.	To understand the characteristics of a healthy sexual relationship. To recognise diversity within sexuality and sexual identity. To understand that there is individual liberty in the choices that people make and that sexual diversity should be recognised and tolerated. Where to access support.	A, B, D, E, F  Wisdom & Knowledge, Courage, Humanity Justice, Temperance, Spirituality
<b>5</b>	Health and Wellbeing	Substance use and safety awareness	Differentiated across Form groups: Third, Fourth and Fifth Forms: alcohol, legal and illegal drugs; Sixth Form: alcohol, legal and illegal drugs and staying safe - drink/drug driving and safety in bars and clubs (spiking). Where to access support.	B, C, E, G  Wisdom & Knowledge, Courage, Justice, Temperance

<b>6</b>	Relationships/Health and wellbeing	Laws relating to relationships (online and in the physical world)	The concepts of and laws relating to: consent, sexual exploitation, abuse, grooming, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM in the context of current and future relationships. How to access support.	B, C, D, E, F, G  Wisdom & Knowledge, Courage, Humanity Justice, Temperance
	Half Term			
<b>7</b>	Relationships/Health and wellbeing	Laws relating to relationships (online and in the physical world)	The concepts of and laws relating to: consent, sexual exploitation, abuse, grooming, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM in the context of current and future relationships. How to access support.	B, C, D, E, F, G  Wisdom & Knowledge, Courage, Humanity Justice, Temperance, Spirituality
<b>8</b> <b>9</b>	Health and Wellbeing	Self-concept and the impact of the media on mental and physical health.	The impact of unhealthy or obsessive comparison with others online including on body image. How people may curate a specific image of themselves and their lives online, over reliance on online relationships including social media. How to be a discerning consumer of information online. How to access support.	A, D, E, F  Wisdom & Knowledge, Courage, Humanity, Justice, Temperance, Transcendance
<b>10</b>	Health and Wellbeing	Healthy lifestyles and the risks associated with unhealthy lifestyles.	The characteristics of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill-health including cancer and heart health. How to maintain healthy eating and the links between poor diet and health risks. How to access support.	A, E  Wisdom & Knowledge, Courage, Temperance, Transcendance
<b>11</b>	Relationships/Health and Wellbeing	Intimate and sexual relationships	Differentiated by Form Group: The facts about reproductive health – fertility, puberty and the	E, F



			menopause. Aspects of health that can be affected by choices made in sex and relationships – physical, emotional, mental, sexual and reproductive health and wellbeing. How to access support.	Wisdom & Knowledge, Courage, Humanity, Temperance
	Summer Term			
2 3	Relationships/Health and Wellbeing	Intimate and sexual relationships	Differentiated by Form Group: Contraception, Pregnancy and STIs. Input sought from outside speakers and the nurses in School. How to access support.	E, F  Wisdom & Knowledge, Courage, Humanity, Temperance
4 5	Living in the wider world	Financial choices	Differentiated by Form Group (pocket money for the Third to Fifth Forms and work and pay for the Sixth Form including moving out and going to university: financial planning, managing spending and saving, financial contracts and the risks of debt. How to access support.	C, E, F  Wisdom & Knowledge, Temperance,
6	Living in the wider world	Work and career	Differentiated by Form Group. Career options, applications and interviews. For the Sixth Form: Employment rights and responsibilities.. Equality in the workplace with an emphasis on the gender gap in the workplace and the promotion of women. How to access support.	C, E  Wisdom & Knowledge, Temperance,
	Half Term			
7	Living in the wider world	Work and career	Differentiated by Form Group. Career options, applications and interviews. For the Sixth Form: Employment rights and responsibilities. Equality in	C, E  Wisdom & Knowledge,

			the workplace with an emphasis on the gender gap in the workplace and promotion of women. How to access support.	Temperance,
<b>8 9</b>	Living in the wider world	Choices and pathways	Differentiated by Form Group. Enterprise, ambition and careers of the future. For the Sixth Form: to evaluate the NEXT STEP options. Equality in career choices with an emphasis on the promotion of women. How to access support.	C, E  Wisdom & Knowledge, Temperance,
<b>10</b>	Living in the wider world	Media Literacy and digital resilience	Differentiated by Form Group. Privacy settings, building and maintaining a positive online presence. Social Media and its distortion of perspectives. For the Sixth Form: how to be a critical consumer of online information and how to recognise bias, propaganda and manipulation. When and how to report or access help for extremism and radicalisation. How to access support.	A, C, E, F  Wisdom & Knowledge, Humanity, Temperance
	LWOST			

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