



RELATIONSHIPS AND SEX EDUCATION POLICY

Monitoring: Standards & Curriculum Committee

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1. STATEMENT OF INTENT

At Parmiter's we are aware that children and young people are growing up in an increasingly complex world, both on and offline, and understand the importance of educating students about sex and relationships, in order for students to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Relationships and Sex Education Guidance' (2019), defines this programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health."

2. AIMS & OBJECTIVES

The aim of Relationships and Sex Education (RSE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend and good colleague. It should also enable students to understand the value of marriage and civil partnerships for family life and the raising of children. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what constitutes acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

The School's RSE policy will provide clear progression from what students should be taught in primary school within Relationships Education. We will build on this foundation and, as students grow up, at the appropriate time we shall extend teaching to include intimate relationships. Alongside teaching about intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

Teaching of RSE at Parmiter's School will enable students:

- to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- to understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- within the law, to be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

3. STATUTORY GUIDANCE

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all Students receiving primary education and Relationships and Sex Education (RSE) compulsory for all Students receiving secondary education. The regulations also make Health Education compulsory in Academies.

This policy has been developed in response to:

- [Statutory guidance on RSE and health education](#)
- [Keeping children safe in education: for schools and colleges](#)
- [Behaviour and discipline in schools: guidance for Head Teachers and staff](#)
- [Equality Act 2010: advice for schools](#)
- [Special educational needs and disability code of practice: 0 to 25 years](#)
- [Alternative provision](#)
- [Mental health and behaviour in schools](#)
- [Preventing and tackling bullying](#)
- [Cyber bullying: advice for Head Teachers and school staff](#)
- [Advice for parents and carers on cyber bullying](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Promoting fundamental British values as part of SMSC in schools](#)
- [National Citizen Service: guidance for schools and colleges](#)
- [National Curriculum in England: science programmes of study](#)

4. LINKS WITH OTHER POLICIES

This policy should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Behaviour Policy
- ICT & E-Safety Policies
- Child Protection / Safeguarding Policy
- Equalities Policy

5. DELIVERY OF THE PROGRAMME

The School acknowledges that high-quality, evidence-based and age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

RSE will be set in the context of a wider whole-school approach, supporting students to be safe, happy and prepared for life beyond school. The curriculum on RSE will complement and be supported by the School's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding.

The RSE programme will be developed in conjunction with the views of teachers, students and parents by the Head of Personal Development (PD) and the Pastoral Leaders, in accordance with DfE recommendations. The majority of the programme will be delivered through the PD curriculum, with statutory aspects taught via the science curriculum and do not duplicate content covered in other national curriculum subjects such as RS, ITC, Food Technology and Physical Education.

The RSE programme has been designed so that the lessons are appropriate to each year group and the content is progressive, reflecting the maturity of the students as they move through the school.

The curriculum on health education will similarly complement, and be supported by, the School's education on healthy lifestyles through Physical Education, Food Technology, Science and the relevant extra-curricular activities as well as our school meals.

See Appendices 1 & 2

6. ROLES AND RESPONSIBILITIES

The Headmaster will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- The subjects are staffed and timetabled in a way to ensure that the School fulfils their legal, obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all students with SEND;
- The School works with parents/carers when planning and delivering RSE;
- Clear information is provided to parents/carers on the subject content and regarding the right to request that their child is withdrawn.

The Head of Personal Development will ensure that:

- All staff involved with the delivery of RSE are provided with materials suitable for their Key Stage;
- All staff are aware of the issues of confidentiality and responsibilities for reporting any disclosure
- Materials used are in line with the current DfE requirements;
- Students, staff and parents/carers are given opportunities to contribute to the RSE curriculum;
- There is adequate consultation with parents and carers about the content and delivery of the RSE curriculum;
- The quality of delivery of the RSE materials is monitored regularly.

All Staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and students can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times, teaching will take place in the context of an explicit moral framework;
- They do not express their personal views or beliefs when delivering the programme;
- The teaching of RSE is delivered in ways that are accessible to all students with SEND;
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
- Where appropriate, staff direct students to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to a member of the Designated Safeguarding team;
- The School Matron will support students needing to seek medical help or advice.

Parents/Carers

The School acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of RSE at Parmiter's;
- Encouraged to participate in the development of RSE;
- Able to discuss any concerns directly with the School.

7. TRAINING OF STAFF

All relevant staff members at the School will undergo training on a regular basis to ensure they are up-to-date with the Relationship and Sex Education programme.

The training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Trained staff will be able to give students advice on where and how to obtain confidential advice, counselling and treatment, as well as advice on emergency contraception and their effectiveness.

8. EQUAL OPPORTUNITIES AND SEND

The School is dedicated to delivering the RSE programme with sensitivity and understands and abides by The Equality Act 2010, fully respecting the rights of students and staff members, regardless of any protected characteristics that they may have.

The School is dedicated to delivering the RSE programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

RSE and Health Education will be accessible for all students. High quality teaching is differentiated and personalised which is the starting point to ensure accessibility for all Students. The School will also be mindful of the 'preparing for adulthood' outcomes as set out in the SEND code of practice, when preparing these subjects for Students with SEND.

The School is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be a priority for some students, for example some with social, emotional and mental health needs or learning disabilities. Tailored content and teaching may be required to meet the specific needs of children at different development stages.

9. INTOLERANCE AND BULLYING

The School has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the RSE programme, such as those relating to sexual orientation or identity, will be dealt with as seriously as other bullying incidents within the School. Any occurrence of these incidents should be reported to an appropriate member of school staff, who will deal with the incidents in line with our Behaviour Policy or Anti-Bullying Policy.

10. WORKING WITH PARENTS

The School acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature, and to form healthy relationships. However, the School recognises that the teaching of some aspects of the programme may be of concern to parents/carers.

The School will ensure that no teachers express their personal views or beliefs when delivering the programme.

Parents/carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents/carers.

The School respects the legal right of parents/carers to withdraw their child from all or part of the RSE programme, except for those statutory parts included in the science national curriculum. A list of the statutory topics included in the science national curriculum delivered at Parmiter's in the different key stages, can be found in Appendix 2 – Science National Curriculum.

11. PARENTS' RIGHT FOR THEIR CHILD TO BE EXCUSED FROM RSE

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE up to and until three 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. There is no right to withdraw from the Science National Curriculum.

Requests for withdrawal should be put in writing, using the pro forma below (Appendix #4). A copy of the withdrawal request will be placed on the student's educational record. The Headmaster will discuss the request with parents and take appropriate action.

The Headmaster will ensure that where a student is excused from sex education, the student will receive appropriate, purposeful education during the period of withdrawal.

12. WORKING WITH EXTERNAL AGENCIES

The School is aware that working with external partners will enhance the delivery of RSE and will bring in specialist knowledge and implement different ways of engaging with young people.

Where the School uses external agencies, they will check the credentials of the visiting organisation and any visitors linked to the agency. The School will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

The School will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all students. Any materials that are used as part of the delivery must be approved by the PSHE Coordinator in advance of the session.

The School will ensure that any visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the School's Safeguarding Policy.

13. SAFEGUARDING AND CONFIDENTIALITY

At Parmiter's we will allow children an open forum to discuss potentially sensitive issues. Confidentiality within the classroom is an important component of RSE, and teachers are expected to respect the confidentiality of their students as far as is possible. However, such discussions may lead to increased safeguarding reports. Students will be made aware of the procedures in place to enable them to raise their concerns or make a report, as well as how any report will be handled. This will also include procedures to follow when they have a concern about a peer or friend.

The School recognises that at the heart of RSE the focus is on keeping children safe, and acknowledges our significant role in preventative education. In line with the document 'Keeping Children Safe in Education (KCSIE)', all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Pastoral Team, as well as the Designated Safeguarding Lead (or a Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised as well as bringing their knowledge of any particular local issues which it may be appropriate.

14. MONITORING AND REVIEW

This policy will be reviewed every three years. The policy will be ratified by the Governing Body.

Any changes to the policy will be clearly communicated to parents and all members of staff involved in the Relationship and Sex Education programme.

Appendices below

Appendix #1: PSHE & RESPECT PROGRAMME

Personal Development lessons at Parmiter's that include elements of RSE

Year 7

- The importance of self-esteem
- Family Relationships (including different types of families)
- How can we manage our anger?
- Love & Relationships
- Bullying or banter? Why do people bully others and how can we stop this?
- How do we keep safe and positive relationships?
- What is stereotyping and prejudice?
- Puberty, what happens when and why?
- What is FGM and why is it dangerous?
- Personal Identity
- Why does radicalisation happen and how does it challenge our values?

Year 8

- Emotional Literacy and self awareness
- How can self-confidence boost our achievement?
- Managing my behaviours to achieve
- What is mindfulness?
- Managing change and loss
- Domestic conflict
- Personal safety and first aid
- What is consent and why? Why is it important that we learn about it?
- What is "sexting" and the dangers surround it?
- Body image and the media- male focus
- Stereotyping, discrimination and prejudice surrounding Disability
- Tolerance and anti racism
- How can we prevent radicalisation and extremism?
- Discrimination and the media

Year 9

- LGBTQ+ community
- Body image and the media- female focus
- Domestic violence & abusive relationships
- CSE- how are children and young people lured into dangerous relationships and what do these look like?
- How does the law deal with young offenders?
- Human Rights- How can extreme views lead to human rights abuses and atrocities?
- Can we respect and celebrate British Values and the religion of our choice?

KS4

- Overt and covert racism
- Fake News & critical thinking
- The Sarah Everard case & safety
- Crime gangs and county lines
- Preventing radicalisation and extremism
- Gender and trans identity
- Suicide

KS4 enrichment content

- Sexual Relationships, the law, and consent
- The dangers of pornography
- STIs and STDs
- Relationship abuse

Appendix #2: SCIENCE NATIONAL CURRICULUM

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of Relationship and Sex Education which are compulsory for students to learn as they progress through the key stages.

Sex Education in Science at Parmiter's:

Year 7 – Reproduction and Development

Lesson objectives:

- To describe the difference between sexual and asexual reproduction
- To state the changes that occur in males and females during puberty
- To label the structures of the male and female reproductive system and describe the role of the structures
- To state what happens at each stage of the menstrual cycle
- To describe how fertilisation happens in humans
- To describe how the two types of twins occur
- To define the term 'gestation period' and describe the role of the umbilical cord, amnion and placenta in foetal development
- To understand a number of different methods of hormonal and non-hormonal contraception and can evaluate their use
- To identify the different types of courtship from observations and explain the purpose of courtship
- To describe the male and female reproductive organs and cells of plants
- To describe the difference between insect and wind-pollinated flowers and the difference between wind and animal seed dispersal
- To describe fertilisation and seed formation

Year 10 – Communicable Diseases, Homeostasis & Response, Hormones & Human Reproduction and Hormones & Fertility

Lesson objectives:

- To give examples of viral diseases including the sexually transmitted infection HIV/AIDs
- To give examples of bacterial diseases including the sexually transmitted infection gonorrhoea
- To describe the role of the main reproductive hormones
- To explain how hormones cause the changes at puberty
- To explain the role of hormones in human reproduction
- To describe how hormones cause the changes in the menstrual cycle
- Outline the uses of different hormonal and non-hormonal methods of contraception
- Explain how hormones are used to treat infertility

Year 11 - Reproduction

Lesson objectives:

- The main differences between asexual and sexual reproduction
- The advantages and disadvantages of asexual and sexual reproduction
- How to construct and interpret Punnett squares
- How cells divide by meiosis to produce gametes
- How sexual reproduction leads to variation
- To understand how biological sex is inherited
- To describe how human genetic disorders polydactyly and cystic fibrosis are inherited
- To describe the methods to screening embryos for alleles that cause genetic disorders
- To evaluate the concerns and issues associated with screening embryos for genetic disorders

Appendix #3: DfE GUIDANCE: Relationships and Sex Education Content (Secondary)

The School will develop knowledge on topics specified for primary schools and will also cover the following content by the end of secondary:

<p>Families</p>	<p>Students should know:</p> <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 and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry 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 the raising of children. ▪ how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships including friendships</p>	<p>Students should know:</p> <ul style="list-style-type: none"> ▪ the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ▪ 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 tolerance and respect to others and others' beliefs, including people in positions of authority. ▪ 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.

Online and Media	<p>Students should know:</p> <ul style="list-style-type: none"> ▪ their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. ▪ 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 often 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 against the law. ▪ how information and data is generated, collected, shared and used online.
Being safe	<p>Students should know:</p> <ul style="list-style-type: none"> ▪ the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse 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 (on and offline).
Intimate and sexual relationships, including sexual health	<p>Students should know:</p> <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 and options available. ▪ the facts around pregnancy including miscarriage.

Appendix 4: Parent form - withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
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.			
Parental signature			

To be completed by the school	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the LRC</p>

APPENDIX #5: EXEMPLAR LETTER TO PARENTS/CARERS

Parmiter's School
High Elms Lane
Watford
Hertfordshire
WD25 0UU

Dear Parent/Carer,

RE: Relationship and Sex Education at Parmiter's School

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a Relationship and Sex Education (RSE) programme.

At Parmiter's School (the School) we believe that it is important to provide our students with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the School's Relationship and Sex Education Policy, which can be accessed on our school website or in hard copy via our school office.

Though schools must provide RSE for students from the age of 11 up until the age of 19, only aspects of the Science National Curriculum are compulsory for students to learn. Therefore, as parents/carers, you are entitled to request that your child be removed from some or all of their RSE lessons up to and until three terms before the child turns 16. After this, the child can choose to receive Sex Education in RSE lessons. [Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents](#)

Such requests should be submitted to myself, the Headmaster, who will discuss this with you and the appropriate teachers, and then determine an appropriate alternative programme for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of any available member of staff.

If you have any concerns or queries about your child's participation in their RSE lessons, please do not hesitate to contact either myself or Mr Henson (Assistant Headteacher) to discuss these further.

Yours sincerely,

MR M JONES
Headmaster