



Relationships and Sex Education (RSE) Policy

| | |
|---------------|------------------------|
| Date issued | September 2024 |
| Review date | September 2025 |
| Approved by | PRS Board of Governors |
| Approval date | October 2024 |

Contents

| Section | Content |
|---------|--------------------------------------|
| 1 | Introduction |
| 2 | Rationale, Aims and Ethos |
| 3 | Roles and Responsibilities |
| 4 | Curriculum Design and Provision |
| 5 | Safeguarding |
| 6 | Right to Withdraw |
| 7 | Monitoring, Reporting and Evaluation |
| 8 | Version Control |

| | |
|-------------------|---|
| Appendix 1 | RSE - by the end of secondary school students should know |
| Appendix 2 | Parent form - Right to withdraw |

1. Introduction

Relationships and Sex Education (RSE) is part of the PSHE Programme and, as of September 2020, compulsory in all state funded secondary schools. At Princes Risborough School we teach RSE as set out in this policy. This forms an integral part of the Personal, Social, Health and Economic Education (PSHE) curriculum and has been

developed in line with the required content and in consultation with the governors and the parents/carers of our students.

This policy has been informed by:

- Department for Education PSHE Guidance
- Department for Education RSE Guidance
- The PSHE Association
- The Equality Act 2010

It has been developed in consultation with the governors and the parents/carers of our students. The parent/carer consultation invited comments on the topics being taught in different year groups, and the appropriateness of them for the age of students. This will be repeated on a regular basis to develop the planning and delivery of the curriculum.

Relationships Education: learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

Sex Education: learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We must provide RSE to all students as per section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we are required to have regard to the [statutory guidance](#) issued by the DfE as outlined in section 403 of the [Education Act 1996](#).

Schools are required to comply with relevant requirements of the [Equality Act 2010](#). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning.

Other school policies which can be linked to this policy are:

- [Child Protection and Safeguarding Policy](#)
- [PSHE Policy](#)
- [Online Safety Policy](#)

2. Rationale, Aims and Ethos

This policy covers our school's approach to RSE.

At Princes Risborough School we believe that RSE is important for our students because it will enable them to be positive in their choices and ambitions, responsible and active citizens in their communities and successful in the world beyond the school gates. The RSE curriculum promotes the spiritual, moral, social, cultural, mental and physical development and resilience of all students. The curriculum is designed to engage and significantly challenge students of all abilities. We are committed to an RSE curriculum that makes every student feel valued and is relevant to them. The school will use whole school teaching strategies to ensure this curriculum is differentiated and delivered to all students including those with SEND.

The aims of RSE at Princes Risborough School are to:

- To provide students with lifelong learning about physical, moral and emotional developments that enable them to develop healthy, positive, respectful relationships of all kinds, not just intimate relations.
- Provide a framework in which sensitive discussions can take place.
- Support pupils' understanding of puberty and develop their understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy and understand the positive effects that good relationships have on their mental wellbeing as well as to identify when relationships are not right and understand how such situations can be managed.
- Create a positive culture around issues of sexuality and relationships, ensuring that all teaching is LGBTQ+ inclusive.
- Promote inclusivity by an awareness and acknowledgement of diversity.
- Provide age appropriate information that allows students to make informed and responsible decisions about sex and relationships and contextualise these within the digital age.
- To develop students' understanding of what is acceptable and unacceptable behaviour in relationships including decisions around contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).
- To teach students about the laws surrounding sex, sexuality, sexual health and gender identity in an age-appropriate way.

It is important to note that RSE is not about the promotion of sexual orientation or sexual activity.

3. Roles and Responsibilities

The Governing Body is responsible for:

- Approving the RSE policy and holding the Head of School to account for its implementation.
- Link governor to meet with PSHE Co-ordinator on a regular basis.

The Head of School is responsible for:

- Ensuring that RSE is taught consistently across the school.
- Managing requests to withdraw pupils.

The PSHE Co-ordinator is responsible for:

- Compilation of the whole school scheme of work.
- Provision of age appropriate and inclusive RSE resources.
- Support and training of teaching staff/tutors delivering RSE.
- Monitoring the delivery of RSE.
- Reviewing the RSE policy as required.

The PSHE Co-ordinator is line-managed by a member of the Senior Leadership or extended Senior Leadership Team.

Teaching staff/tutors are responsible for:

- Passing on any safeguarding concerns to the Designated Safeguarding Lead.
- Delivering RSE in a sensitive way, ensuring it is inclusive and age-appropriate.
- Maintaining professional boundaries.
- Modelling positive attitudes to RSE.
- Monitoring discussions and progress.
- Answering pupils' questions in an age-appropriate manner.
- Responding to the needs of individual pupils, including special educational needs and disability (SEND) students.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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 PSHE Co-ordinator and the Head of School.

4. Curriculum Design and Provision

At Princes Risborough School, RSE is delivered through the PRS Programme (PSHE/Citizenship lessons) in Years 7 and 8 for an hour a week. These timetabled lessons are delivered by specialist teachers. Biological aspects of RSE are taught within the Science curriculum, delivered by specialist Science teachers. For Years 9-13, delivery will be through age appropriate off-timetable sessions. Assemblies and form time (including the Reading Programme) may also be used for the delivery of some content. Additional provision for some aspects of RSE is made through other subjects including (but not limited to) English and Citizenship where subjects have opportunities to make links with the RSE curriculum through their programmes of study. Visiting speakers may be invited in to deliver different parts of the RSE curriculum. Any visiting speakers will be carefully selected from reputable organisations to ensure the quality of provision.

A variety of resources are used to design the curriculum and deliver quality RSE lessons. These include (but are not limited to) resources from the PSHE Association, the NSPCC and CEOP. The PSHE Coordinator is a member of the Buckinghamshire PSHE forum and accesses information from Public Health England, Thames Valley Police and local Youth Engagement Officers. The school is a member of the PSHE Association. Using these different sources of information, and working closely with the Designated Safeguarding Lead, ensures the curriculum is designed and provision is tailored to the needs of our students.

The PSHE Coordinator uses a spiral approach to build the curriculum for students from year 7 upwards, building on prior skills and knowledge as students progress through the school and with due reference to the statutory guidance. The curriculum has been developed taking into account the age, needs and feelings of students.

The curriculum is also designed taking into account feedback from staff delivering RSE, and the Child Protection team. Student feedback on different topics and lessons is also considered. We will work in partnership with parents and carers to develop the curriculum through regular consultation, listening carefully to the feedback received and making adjustments where appropriate.

SEND students access RSE through their lessons and off timetable days, appropriately adapted for their needs. SEND students will receive additional sessions on some topics if they are part of the Social and Communication Skills programme, where it is appropriate for their needs.

Outcomes for RSE for the end of secondary school are defined by the DfE and determine what will be taught. These outcomes comprise the following categories:

- Families
- Respectful relationships, including friendships
- Online and media

- Being safe
- Intimate and sexual relationships, including sexual health.
- The law
- Physical health and mental wellbeing

Further information on the outcomes can be found in Appendix 1 of this policy.

5. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will never promise confidentiality and will consult with the Designated Safeguarding Lead (DSL) and in their absence their deputy in the event of a disclosure. School safeguarding policies and procedures will be adhered to.

Visitors/external agencies which support the delivery of RSE will be required to follow school safeguarding policies and procedures.

6. Right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 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.

Requests for withdrawal should be put in writing to the Head of School stating the reasons for their request and which elements they wish to withdraw their child from (see Appendix 2 of this policy).

The Head of School may delegate a member of the pastoral or PSHE team to discuss the request further where further clarification is needed. Where a child is withdrawn, a record will be kept on a central database and noted on Arbor. This information will then be shared with the appropriate staff.

If parents then wish for their child to opt back in to the non-statutory components of sex education within RSE, they should complete the appropriate form and submit it to the Head of School (see Appendix 2 of this policy). The central database and Arbor will be updated and the information shared with the appropriate staff.

7. Monitoring, reporting and evaluation

The delivery of RSE is monitored and evaluated by the PSHE Co-ordinator through the delivery of a set curriculum, book scrutinies, regular learning walks and evaluation of

off-timetable days. Pupils' development in RSE will be reported on to parents as part of the regular school reporting system, included in the PSHE attainment data for Years 7 and 8. The content is evaluated through the use of student voice and teacher feedback. The policy will be reviewed as required by the PSHE Coordinator.

Last Parent Consultation: November 2021.

8. Version Control

| Date | Circulation | Amendments to previous version |
|------|-------------|--------------------------------|
| | | |
| | | |

Appendix 1: RSE - by the end of secondary school students should know: Relationships Education, Relationships and Sex Education and Health Education guidance

| TOPIC | STUDENTS SHOULD KNOW |
|----------|--|
| Families | <ul style="list-style-type: none"> • That there are different types of committed, stable relationship • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • 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 raising of children, including the characteristics of successful parenting • 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 |

| TOPIC | STUDENTS SHOULD KNOW |
|---|--|
| Respectful relationships, including friendships | <ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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 respect to others, including people in positions of authority and due tolerance of other people’s beliefs • 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, |

| | |
|--|---|
| | <p>including violent behaviour and coercive control</p> <ul style="list-style-type: none"> • 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 |
|--|---|

| TOPIC | WHAT STUDENTS SHOULD KNOW |
|------------------|--|
| Online and media | <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online |

| TOPIC | WHAT STUDENTS SHOULD KNOW |
|--------------|--|
| Being safe | <ul style="list-style-type: none"> • 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 • 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) |

| TOPIC | WHAT STUDENTS SHOULD KNOW |
|--------------|----------------------------------|
|--------------|----------------------------------|

| | |
|---|--|
| <p>Intimate and sexual relationships, including sexual health</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, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |
|---|--|

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

| TOPIC | WHAT STUDENTS SHOULD KNOW |
|---------|--|
| The law | <ul style="list-style-type: none"> • marriage |

| | |
|--|--|
| | <ul style="list-style-type: none">• 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) |
|--|--|

Full statutory guidance

Relationships and sex education (RSE) and health education

DfE Guide for parents

Understanding Relationships, Sex and Health Education - a guide for secondary school parents

Appendix 2: Parent form - Right to withdraw - please print, complete and return to the Head of School.

Please note you may be invited to attend a meeting with the Head of School or a designated member of staff to discuss this request.

| TO BE COMPLETED BY THE PARENT | | | |
|---|--|------------------------------|--|
| Name of child | | Year & Form Group | |
| Name of parent/carer | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent/carer signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|--|--|
| Agreed actions following discussion with parents/carers | |
| Logged on central database/note added on SIMS | |
| Head of School signature | |

Parent form - Opting back in - please print, complete and return to the Head of School.

Please note you may be invited to attend a meeting with the Head of School or a designated member of staff to discuss this request.

| TO BE COMPLETED BY THE PARENT | | | |
|---|--|------------------------------|--|
| Name of child | | Year & Form Group | |
| Name of parent/carer | | Date | |
| Request to opt back in to sex education within relationships and sex education | | | |
| | | | |
| Parent/carer signature | | | |
| TO BE COMPLETED BY THE SCHOOL | | | |
| Agreed actions following discussion with parents/carers | | | |
| Logged on central database/note added on SIMS | | | |
| Head of School signature | | | |