



<b>Title of Policy</b>	<b>RELATIONSHIP AND SEX EDUCATION POLICY</b>
<b>Date of adoption</b>	<b>Autumn 2018</b>
<b>Originator</b>	<b>Sally Hadden</b>
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<b>Additional information</b>	

## **RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**

### **1. The Importance of RSE**

Children need high-quality relationships and sex education so they can make wise and informed choices. (*The Importance of Teaching' Government White Paper 2010*)

It is lifelong learning about physical, moral and emotional development. It is about the understanding of 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 sexual health. It is not about the promotion of sexual orientation or sexual activity (*Department of Education Sex and Relationship Guidance July 2000*).

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. (*Sex and relationships education (SRE) for the 21<sup>st</sup> century PSHE Association and Sex Education Forum 2014*)

### **2. Legal Framework**

The most up to date legislation relating to relationships and sex education (RSE) is contained within the *Education Act 1996* and *The Learning and Skills Act 2000*. Section 34 of *The Children and Social Work Act 2017* provides for relationships and sex education to be taught in all schools in England, with a view to this becoming statutory in all schools from September 2019. The key points related to RSE are:

The sex education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age. These cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility.

Secondary schools are required to provide an RSE programme which includes information about sexually transmitted infections (STIs) and HIV/AIDS.

Other elements of personal, social and health education (PSHE), including RSE, are non-statutory but is strongly recommended within government RSE guidance (*Sex and Relationship Education Guidance 2000*). Governors are in law expected to give 'due regard' to this guidance.

All schools must provide, and make available for inspection and to parents, an up-to-date policy describing the content and organization of RSE taught outside of national curriculum science. This can be found Murray Park School's PSHE policy.

Parents have the right to withdraw their child from all or part of the RSE provided outside the science curriculum.

The *Equality Act 2010* covers the way that the curriculum is delivered. RSE issues must be:

Taught in such a way that does not subject pupils to discrimination. All Students at Murray Park School are given equal access to RSE, including those who are lesbian, gay, bisexual and transgender (LGBT).

The DoE *Sex and Relationship Education Guidance 2000* indicates that:

Young people learn about the nature of marriage and its importance for family life and bringing up children. It should also be recognised that there are strong and mutually supportive relationships outside marriage.

Secondary school pupils should learn to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health.

RSE should teach young people to understand human sexuality and to respect themselves and others.

School governing bodies must have regard for the guidance.

Secondary schools should:

- Teach about relationships, love and care and the responsibilities of parenthood as well as sex. Focus on boys as much as girls. Build self-esteem.
- Teach the taking of responsibility and the consequences of one's actions in relation to sexual activity and parenthood.
- Provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment.
- Use young people as peer educators e.g. teenage mothers and fathers.
- Give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- Link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol.
- Ensure young people understand how the law applies to sexual relationship.

The following specific issues should be addressed in an RSE programme:

- Puberty
- Contraception
- Abortion
- Safer sex
- HIV/AIDS
- STIs
- Forced marriages
- FGM

Schools maintain a statutory obligation under the *Children Act 2004* to promote their pupils' wellbeing and under the *Education Act 1996* to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The Department of Health set out its ambition for all children and young people to receive high quality relationships and sex education in the *Sexual Health Improvement Framework 2013*, while the Department for Education's paper *The Importance of Teaching 2010* highlighted that 'Children need high quality relationships and sex education so they can make wise and informed choices'.

### **3. The Principles of High Quality RSE**

Relationships and sex education at Murray Park School:

- is a partnership between home and school
- ensures pupil's views are actively sought to influence lesson planning and teaching
- is relevant to pupils at each stage in their development and maturity
- is taught by staff who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience

- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils to understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

#### **4. Parents**

The School believes that the prime responsibility for bringing up children rests with the parents. Parents are the key figures in guiding their children to cope with the emotional, physical and psychological aspects of growing up and in preparing them to cope with challenges, responsibilities and fulfilment which sexual maturity brings. Through its RSE programme the School has a role complementary and supportive to that of the parents. This policy is available to all parents on the school website.

#### **5. Aims**

The specific objectives of the RSE provided at Murray Park School are to support the personal, physical, psychological, cultural, moral and spiritual development and well-being of the boys. Murray Park School's RSE is designed to help develop and prepare all students for the opportunities, responsibilities and experiences of adult life so that they can:

Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.

Be aware of their sexuality and understand human sexuality.

Understand the arguments for delaying sexual activity and avoid being pressured into unwanted or unprotected sex.

Understand the reasons for having protected sex.

Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.  
Develop relationships based upon mutual respect.

Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want.

Understand about different kinds of loving sexual relationships, the nature of sexual orientation, sexual identity and gender, the process of human reproduction, the value of marriage and stable relationships for family life and bring up children.

Communicate effectively.

Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV.

Avoid being exploited or exploiting others by understanding what these terms mean.

Access confidential sexual health advice, support and if necessary treatment.

Know how the law applies to sexual relationships.

## **6. Assessment of and for Learning**

All the departments involved in the delivery of the RSE programme (PSHE, Biology, RS and ICT) have an appropriate assessment policy. These policies are available on request from the relevant Head of Department.

## **7. The Right of Withdrawal**

In accordance with Section 241 of *The Education Act 1993* and *The Education Act 1996*, parents have the right to withdraw their children from any, or all, of the School's RSE programme other than those required by the curriculum for science subjects. It is the hope and expectation of the School that all Students will take part in the full programme. The School is happy to discuss parents' concerns about any part of the programme and to provide support material where necessary.

## **8. Use of Outside Agencies**

Outside speakers are sometimes invited to talk to the pupils. When this happens, they are provided with a copy of the Policy and are required to provide a summary of the content of their presentation and their approach to the appropriate staff beforehand.