

Relationships and Sex Education (RSE) Policy

Adopted: March 2020
Next Review: October 2021
Committee: Inclusion

1. The scope of RSE

- Relationships and Sex Education (RSE) is compulsory in secondary schools. The aim of 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, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not healthy and understand how such situations can be managed.
- Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.
- Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.
- Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.
- Pupils should be well informed about the full range of perspectives and, within the law, should 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.
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly.
- Internet safety and harms should also be addressed.

2. The law on RSE

- The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving secondary education must be taught RSE and that all secondary pupils must be taught Health Education. The new subject of RSE must be taught in all maintained schools, academies and independent schools.
- As stated in our British Values and Community Cohesion Policy, the school recognises its responsibilities under the Equality Act 2010 and are opposed to direct or indirect discrimination. With reference to RSE, the school is opposed to discrimination on the basis of:
 - Gender Reassignment/Identity
 - Sex
 - Sexual Orientation/Identity
 - Marriage and Civil Partnership
 - Pregnancy and Maternity
 - Disability
 - Religion or belief
 - Age
 - Race
 - HIV/AIDS Status

3. Confidentiality

- The classroom is never a confidential place to talk, and that remains true in RSE. Students must be reminded that lessons are not a place to discuss their personal experiences and issues – or to ask others to do so – through the establishment of ground rules or a working agreement.
- Any visitor to the classroom is bound by the school's policy on confidentiality, regardless of whether they have – or their organisation has – a different policy. It is vital to make sure visitors are aware of this, and to make sure there are enough opportunities for students to access confidential support after the lesson if they need it.
- The school will ensure that staff understand that they cannot promise absolute confidentiality if approached by a student for help.
- Staff will work within the school's confidentiality policy and safeguarding procedures for recording and reporting disclosures and the nature of access to this information.

4. The JCoSS ethos and its impact on RSE

- The school's approach to RSE consists of:
 - The taught National Curriculum Science Programme of Study.
 - RSE modules within each Key Stage delivered within a planned Kvutzah (PSHCE) programme.
 - Pastoral support for students who experience difficulties.
- Our approach to RSE will take account of:
 - Gender identity: All students will be taught together for RSE, if deemed appropriate by the leadership of the school. We shall also be proactive in combating sexism, sexist bullying, gender stereotyping and transphobic bullying.
 - Sexual Orientation: Our approach to RSE will be fully inclusive and refer to all types of relationships. We shall also be proactive in combatting homophobic and biphobic bullying.

5. The Curriculum Outline

- This will be taught through Kvutzah (PSHCE)
 - Year 7: Puberty, relationships, families, consent, gender stereotypes and domestic abuse.
 - Year 8: Consent, healthy relationships, sexual images, harassment and FGM.
 - Year 9: Relationships, LGBT+ inclusion, forced marriage, STIs, contraception, sexual health, human trafficking and FGM.
 - Year 10: Consent, behaviours, sexting, online safety, pregnancy and fertility.
 - Year 11: Gender, STIs, contraception, pregnancy, consent, pornography and domestic abuse. This is subject to change and further details can be found in the Scheme of Learning.

6. Who is responsible for the various aspects of RSE?

- The main RSE programme will be delivered through Kvutzah (PSHCE lessons). In addition, certain biological aspects are delivered through Science lessons and other aspects of RSE arise in Jewish Education lessons.
- The RSE programme will be delivered as part of the school's approach to PSHCE under the direction of the Head of Kvutzah (PSHCE) in conjunction with the Deputy Headteacher – Pastoral.

7. Right to be excused from sex education

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, although not those elements included in the National Curriculum for Science, or any other part of the National Curriculum. Parents do not have the right to withdraw their child from relationships education.
- Before granting any such request, parents and, as appropriate, the child should discuss the request with the Headteacher to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

- The discussion with the parent and the child will involve the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.
- Even when a child has been withdrawn from sex education, if the child should ask questions at other times, these questions will be answered sensitively by staff.
- From three terms before a child turns 16, the child can choose whether to receive sex education and it is no longer their parents' decision.