

Maiden Erlegh Trust
**RELATIONSHIPS AND SEX
EDUCATION (RSE) POLICY
(SECONDARY)**



**MAIDEN ERLEGH
TRUST**

Including local arrangements in annexes for:

HAMILTON SCHOOL

Initial approval:	2009
Review frequency:	Every 3 years
Date(s) reviewed:	May 2010, May 2011, Updated 2014, May 2017, May 2018, May 2019, June 2020

Contents

Rationale.....	3
Values.....	3
Delivery of RSE.....	4
Right of withdrawal.....	5
Monitoring.....	5
Annex 1 – What schools must cover (taken from the DfE statutory RSE guidance)	6
Annex 2: RSE within PSMSC at Hamilton School	10

Rationale

Maiden Erlegh Trust schools are inclusive schools and so we believe that all members of our community are of equal worth. At Maiden Erlegh Trust schools our aim is that everyone:

- is respected and respects others
- takes part in the life of the school
- achieves to their potential
- develops skills essential to life
- can exercise choice

These aims underpin this policy which is also key to promoting students' spiritual moral, social and cultural development.

The importance of sexual relationships in life is such that sex education must play a crucial part in preparing young people for their future lives as adults and parents.

We recognise the important role of family, friends, media, advertising, community support groups and previous educational experiences on the development of people's physical and mental well-being.

This Relationships and Sex Education (RSE) Policy has been drawn up with reference to the Equality Act 2010 and Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers September 2020.

This is new guidance outlining what must now be taught in secondary schools (see Annex 1). This did not make any demonstrable difference to our schools since this material was already included in the PSMSC curriculum. Parents were nonetheless advised of the introduction of the new guidance and were invited to contribute their views and opinions about any aspect of its delivery.

Values

RSE does not attempt to prescribe values and standards on students; the Trust believes that these come primarily from the home, but they recognise that the school will inevitably influence how students determine their values and standards and exercise their responsibilities in life.

At Maiden Erlegh Trust Schools we believe that RSE is about students understanding the importance of stable and committed relationships based on mutual respect and love, including marriage, and the importance of family life.

It is also about the teaching of sex, sexuality, and sexual health; but is not about the promotion of sexual orientation or sexual activity.

Delivery of RSE

All students have the opportunity to participate in a Relationships and Sex Education programme which is delivered through the National Curriculum (Science), RE and PSMSC lessons in all years (*see curriculum website pages for details*).

PSMSC lessons will help students by preparing them for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- be aware of their sexuality, and understand and respect all human sexuality
- have the confidence and self-esteem to value themselves and others and to respect individual conscience, and the skills to judge what kind of relationships they want
- understand the arguments for delaying sexual activity
- understand the consequences of their actions and how to behave responsibly within sexual and other social relationships
- 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
- understand the reasons for having safe sex
- avoid being exploited or exploiting others
- be aware of the dangers of social media for exploitation and sexting
- avoid being pressured into unwanted or unprotected sex
- access confidential sexual health advice, support and, if necessary, treatment
- know how the law applies to sexual relationships

RSE is taught by a team of committed teachers who meet regularly to review the programme and to update resources. The teaching staff concerned with the delivery of sex education empathise with the policy, have a sympathetic approach and the necessary personal skills.

It is the responsibility of teachers to:

- Plan and deliver sex and relationships education according to the school's written policy.
- Give information about appropriate health professionals or clinics to visit.
- Avoid individual advice regarding any aspect of sexual health including contraception.
- Not to guarantee complete, unconditional confidentiality.
- Follow the school's procedures in suspected cases of abuse.

In their delivery of lessons, teachers will be sensitive to students' age, gender, sexual identity, cultural and religious beliefs as well as Special Educational Needs.

Relationships and Sex Education is delivered primarily through the National Curriculum (Science), RE and the PSMSC programme in all years.

The governing body, parents and students are encouraged to play a part in ensuring that RSE addresses the needs of the students and parents, as well as community health priorities. We work closely with health and other professionals to provide training for staff, access to resources and deliver bespoke sessions for students.

Right of withdrawal

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Except in exceptional circumstances, the school will respect the parents' request to withdraw the 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 will make arrangements to provide the child with sex education during one of those terms. There is no right to withdraw from Relationships Education or Health Education.

This is explained to parents in a letter outlining the RSE course for their child's year group.

If parents wish to exercise their right to withdraw their child from RSE, they should inform the Headteacher in writing. If a student is excused from sex education, the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

Monitoring

Monitoring and evaluation of the programme is undertaken by the Senior Leadership Group.

Annex 1 – What schools must cover (taken from the DfE statutory RSE guidance)

Families

Students should know

- 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 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.

Respectful relationships, including friendships

Students should know

- 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, 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

Students should know

- 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.

Being safe

Students should know

- 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).

Intimate and sexual relationships, including sexual health

Students should know

- 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 and menopause.
- 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.

Mental wellbeing

Students should know

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

Students should know

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

Students should know

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- about the science relating to blood, organ and stem cell donation.

Healthy eating

Students should know

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

Students should know

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention

Students should know

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) the benefits of regular self-examination and screening.
- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

Students should know

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.
- the purpose of defibrillators and when one might be needed

Changing adolescent body

Students should know

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.

Annex 2: RSE within PSMSC at Hamilton School

Overview of the programme for the delivery of Relationships and Sex Education at Hamilton School.

Specific RSE lessons within our Personal, Social, Moral, Spiritual & Cultural Curriculum.

The RSE at Hamilton School follows the Jigsaw programme, which starts in Year 7 and builds each year. The specific sections of the Jigsaw programme that incorporate RSE are Relationships (RL); Changing Me (CM); and Being Me in My World (BM).

RSE in the Jigsaw PSMSC Programme	
Year	Coverage
7	<ul style="list-style-type: none"> Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting (RL) Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support (CM) <i>The Big Question – “What can make a relationship healthy or unhealthy?”</i>
8	<ul style="list-style-type: none"> Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support (RL) Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour (CM) <i>The Big Question – “Because I’m worth it...or am I?”</i>
9	<ul style="list-style-type: none"> Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services (RL) Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control (BM) <i>The Big Question – “Can relationships ever be equal?”</i>
10	<ul style="list-style-type: none"> Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumourmongering, abuse in teenage relationships. Legislation, support and advice (RL) Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support. (CM) <i>The Big Question – “Is love all you need?”</i>

11	<ul style="list-style-type: none"> • Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, “coming out” challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support (RL) • <i>The Big Question – “Is it possible to stay true to yourself and be in healthy relationships?”</i>
----	---

Teaching Strategies and Resources Used

RSE is taught by the class teacher and supported by a Pastoral Support Worker. A range of teaching methods are used which include use of animations, DVD clips, images, visiting guest professionals and discussion.