



Relationships and Sex Education Policy

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This policy has been written and implemented in accordance with the School's dedication to its Christian values . These are underpinned in the Stopfordian ethos and the message and example of Jesus Christ.

This Relationships and Sex Education policy is linked to our Child Protection and Safeguarding Policy.

Introduction

Bishop Stopford's School believes that Relationships and Sex Education (RSE under new DFE guidelines, 2019) makes an essential contribution to every student's health, wellbeing and preparation for adult life in society and is an integral part of the PSHE/Citizenship programme.

Also in line with DFE guidance (Appendix One), Bishop Stopford's School also believes that we should ensure RSE educates pupils about the world in which they are growing up and is inclusive to all pupils, whatever their developing sexuality or identity, bearing in mind the age, development and religious backgrounds of our pupils.

We are also committed to increasing the knowledge of our pupils about safer sex and sexual health, ensuring our pupils are equipped to make safe, informed and healthy choices as they progress through adult life. We seek to deliver this in a non-judgemental and factual way allowing scope for pupils to ask questions in a safe environment.

Teaching about mental wellbeing is central to RSE and the curriculum will give pupils the knowledge and capability to take care of themselves and receive support if problems arise.

The stage of development and the experiences of any group of young people of the same age will be diverse and varied. This fact has clear implications for curriculum content, teaching approaches, and the creation of an appropriate learning environment based on the need to develop in young people respect for each other's differences.

The school acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school, will seek to persuade students in need of support to come forward.

As a Church of England School, we are also committed to the vision as set out by The Church of England's 'Vision for Education'. We believe that 'good education must promote "life in all its fullness" (John 10:10). The focus on the education and development of the whole child is essential to this, enabling children to learn and grow to become the best that they can be. This vital task must include and go beyond the essential learning outcomes identified in the mandatory curriculum.'

In accordance with this vision, our RSE policy reflects the Church of England's assertion that we want our students to 'flourish and to gain every opportunity to live fulfilled lives.' RSE for Bishop Stopford's is therefore 'about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.'

We acknowledge that we must 'help each unique individual to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally, culturally and spiritually' and 'our aim is that all may flourish and have an abundant life in all its aspects. As a result, we will utilise the PSHE Association/Sex Education Forum Roadmap (see Appendix Two) to provide high quality RSE as they are based on Church of England approved guidance and rooted in established good practice and evidence.

Aim of this Relationships and Sex Education Policy

The aim of this policy is to communicate to staff, governors, parents/guardians, visitors and pupils the manner in which RSE will be delivered and supported at Bishop Stopford's School, in accordance with the 2019 DFE guidance on RSE.

What is Relationships and Sex Education?

RSE is learning and guidance that gives pupils the information pupils need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable pupils to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage 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 acceptable and unacceptable behaviour in relationships is.

This in turn will help pupils 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. Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

Alongside being taught about intimate relationships, pupils should 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. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner.

Pupils should know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, and harassment and will endeavour to give information and guidance on safeguarding themes such as child sexual exploitation (CSE), upskirting, female genital mutilation (FGM), forced marriage, and rape.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Pupils should also be encouraged 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 oneself or others at risk.

Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Bishop Stopford's School will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect in compliance with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. We do consider it appropriate to teach our pupils about LGBT at a timely point as part of the PSHE curriculum.

How is Sex and Relationships Education organised?

RSE is not an isolated subject: it permeates the whole school curriculum, the ethos of the school, the pastoral system and is informed by the role models given by teachers. Opportunities should be used as they occur for answering pupils' questions and exploring issues as they arise.

All subjects, but particularly Science, Religious education, English and Drama provide a focus for exploring some elements of RSE. Alongside PSHE sessions and tutor time. The main vehicle for delivering RSE will be PSHE lessons and the PSHE Co-ordinator will lead on the overall planning, implementation and review of the programme.

How is Relationships and Sex Education taught?

Bishop Stopford's recognises the need to begin with pupils' own experiences, beliefs and values and, therefore, places a high importance on creating a supportive and secure atmosphere where they can develop the confidence needed to talk, listen and think about sex and relationships. In order to do this, teachers:

- Establish ground rules with pupils
- Emphasise the importance of mutual respect
- Require no open personal disclosures in a class setting
- Encourage reflection

The school also draws on a range of teaching methods in order to encourage exploration of attitudes, values and beliefs, using active learning methods which involve pupils and help them to personalise information. This also increases the likelihood of the learning being relevant and effective. The school includes activities where pupils' can practise and develop confidence in using communication, negotiation and decision making skills. Pupils are consulted about issues they wish to explore, how they wish to work together, how well lessons are going and what changes need to be made.

The school recognises that some aspects of RSE are a whole school concern and that some aspects can be covered by subject teachers across the curriculum. However, there are aspects which are taught separately in PSHE, including those specifically relating to sexual matters such as contraception and STIs. Not all teachers are best suited to teach some of these. Therefore, some RSE topics may be delivered by outside agencies who are particularly trained and confident in teaching this subject (e.g. Sex FM).

(For a more detailed explanation of curriculum content please see Appendix One below based on DFE Guidance 2019)

Procedure for Monitoring and Evaluating

The policy and teaching programme will be reviewed every 12 months, based on the outcome of monitoring and evaluation. The new RSE curriculum must be in place by September 2020. Senior staff will take a key role in monitoring the progress of the policy and the delivery of the new curriculum. Evaluation will include:

- Learning Walks and Lesson Observations to ensure quality of delivery and learning by pupils
- Pupils' responses to teaching content and methods
- Teachers' responses to teaching content and methods
- Evidence of pupils' increased self-responsibility and respectful attitudes to RSE
- Decrease in recorded instances of expressions of homophobia, bullying, sexist graffiti, casual use of derogatory language, particularly with sexual or gender meanings

Right of withdrawal

Relationships and Sex education is part of all students' education and it is hoped that all will participate. However, the school acknowledges that parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the school will endeavour to discuss the request with parents and carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The benefits of receiving this important education and any detrimental effects that withdrawal might have on the child will always be put forward to those wishing to withdraw but the right to do so will always be respected.

The school will respect the parents and carers' 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. This process is the same for pupils with SEND.

If a pupil is excused from Relationships and Sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Appendix One: DFE Guidance on curriculum content for schools teaching Relationships and Sex Education

By the end of secondary school: Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<p>Families</p>	<p>Pupils 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 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.
<p>Respectful relationships, including friendships</p>	<p>Pupils should know:</p> <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, 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>Pupils should know:</p> <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.
Being Safe	<p>Pupils should know:</p> <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).
Intimate and sexual relationships, including sexual health	<p>Pupils 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 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.

Appendix Two: PSHE Association/Sex Education Forum Roadmap

Roadmap to statutory RSE

These 10 steps provide a guide to support school leaders in preparing to provide high quality RSE as an identifiable part of PSHE education. These steps are based on established good practice and evidence. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Health Education will also be mandatory in all Government funded schools, which includes content on puberty. Government Relationships Education, RSE and Health Education guidance and regulations give further detail about the requirements. Schools that are ready to implement the updated guidance from September 2019 are encouraged to do so – September 2020 is proposed as the start date for mandatory provision.

