



POLICY TITLE	RSE Policy (Relationships and Sex Education)
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Policy Area	General
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Relevant Statutory Regulations	The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
Senior Team Lead	Deputy Head: Pastoral
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RSE Policy

1 Aims

- 1.1 At Roedean, we understand the importance of educating pupils about sex and relationships and for them to make responsible and well-informed decisions in their lives.
- 1.2 The teaching of Relationships and Sex Education (RSE) can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.
- 1.3 We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

2 Legal Framework

- 2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - a) Equality Act 2010
 - b) Education (Independent School Standards) Regulations 2019
 - c) DfE (2022) Boarding schools: national minimum standards (Department for Education (DfE), Sept 2022
 - d) DfE (2023) 'Keeping children safe in education'
 - e) DfE (2018) 'Working together to safeguarding children: statutory guidance on inter-agency working to safeguard and promote the welfare of children'

- f) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- g) DfE (2021) 'National curriculum in England: science programmes of study'
- h) The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- i) Children Act 1989
- j) Education and Skills Act 2008
- k) Children and Families Act 2014
- l) Children and Social Work Act 2017
- m) UK Council for Child Internet Safety (2016) 'Sexting in schools and colleges: responding to incidents and safeguarding young people'
- n) DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- o) DfE (2018) 'Searching, screening and confiscation: advice for schools'
- p) DfE (May 2018) 'Relationships education, relationships and sex education and health education FAQs'
- q) DfE (2019) 'Relationships, sex and health education: guide for schools'
- r) DfE (2020) 'Sharing nudes and semi-nudes: how to respond to an incident'

2.2 This policy operates in conjunction with the following school policies:

- a) Promoting Good Behaviour Policy
- b) SEND and Learning Support Policy
- c) ICT acceptable use Policy
- d) Equal Opportunities Policy
- e) Preventing and Tackling Bullying Policy
- f) Safeguarding Policy
- g) PSHE, SMSC and Health Education Policy
- h) Confidentiality Policy
- i) Promoting Fundamental British Values Policy
- j) Transgender Policy
- k) Acceptable Terms of Use Agreement
- l) Online Safety Policy

3 Definition of Relationships and sex education

3.1 Relationships education is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in

forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing. The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.

- 3.2 Sex education, as part of Relationships and sex education (RSE) in secondary schools includes also the teaching about intimate and sexual relationships, including sexual health. It also includes what the law says about sex, relationships and young people, as well as broader safeguarding issues and using technology.

4 Roles and responsibilities

- 4.1 The Council has overall responsibility for all matters which are the subject of this policy including the approval of this policy. The Council is required to ensure that all those with leadership and managements responsibilities at the School actively promote the well-being of pupils. The adoption of this policy is part of the Council's response to this duty.

- 4.2 The Council's responsibilities also include:

- a) Ensuring all pupils make progress in achieving the expected educational outcomes.
- b) Ensuring the RSE is well-led, effectively managed and well-planned.
- c) Evaluating the quality of provision through regular and effective self-evaluation.
- d) Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- e) Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- f) Ensuring RSE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

- 4.3 The Deputy Head, Pastoral is responsible for:

- a) The overall implementation of this policy.
- b) Ensuring all staff are suitably trained to deliver the subjects.
- c) Ensuring parent are fully informed of this policy.
- d) Reviewing all requests to withdraw pupils from non-statutory elements of the RSE curriculum.
- e) Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- f) Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- g) Encouraging parents to be involved in consultations regarding the school's RSE curriculum.
- h) Reviewing this policy on an annual basis.
- i) Reporting to the governing board on the effectiveness of this policy and the curriculum.

- 4.4 The Head of Personal Development is responsible for:

- a) Overseeing the delivery of RSE.

- b) Working closely with colleagues in related curriculum areas to ensure the RSE curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- c) Ensuring the curriculum is age-appropriate and of high-quality.
- d) Reviewing changes to the RSE curriculum and advising on their implementation.
- e) Monitoring the learning and teaching of RSE, providing support to staff where necessary.
- f) Ensuring the continuity and progression between each year group.
- g) Helping to develop colleagues' expertise in the subject.
- h) Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- i) Ensuring the school meets its statutory requirements in relation to RSE.
- j) Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- k) Organising, providing and monitoring CPD opportunities in the subject.
- l) Ensuring the correct standards are met for recording and assessing pupil performance.
- m) Monitoring and evaluating the effectiveness of the subjects and providing reports to the Deputy Head, Pastoral.

4.5 PSHE teachers are responsible for:

- a) Acting in accordance with, and promoting, this policy
- b) Delivering RSE in a sensitive way and that is of a high-quality and appropriate for each year group.
- c) Ensuring they do not express personal views or beliefs when delivering the curriculum.
- d) Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- e) Modelling positive attitudes to RSE.
- f) Liaising with the Head of Learning Support/ SENCO about identifying and responding to the individual needs of pupils with SEND.
- g) Liaising with the Head of Personal Development about key topics, resources and support for individual pupils.
- h) Monitoring pupil progress in RSE.
- i) Reporting any concerns regarding the teaching of RSE to the Head of Personal Development or a member of the Senior Team.
- j) Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- k) Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

4.6 The Head of Learning Support/ SENCO is responsible for:

- a) Advising teaching staff how best to identify and support pupils' individual needs.

- b) Advising staff on the use of TAs in order to meet pupils' individual needs.

5 Organisation of the RSE curriculum

- 5.1 The RSE curriculum has been developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.
- 5.2 We will gather the views of teachers, pupils and parents in the following ways:
 - a) Questionnaires
 - b) Meetings
 - c) Letters
 - d) Training sessions
- 5.3 The majority of the RSE curriculum will be delivered through **PSHE education**, with statutory elements taught via the Science curriculum.
- 5.4 The Head of Personal Development will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.
- 5.5 The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) guidance.
- 5.6 The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.
- 5.7 The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.
- 5.8 The RSE curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

6 RSE subject overview

- 6.1 RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

- 6.2 By the end of secondary school, pupils will know:
 - a) That there are different types of committed, stable relationships.
 - b) How these relationships might contribute to human happiness and their importance for bringing up children.
 - c) 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.
 - d) Why marriage is an important relationship choice for many couples and why it must be freely entered into.
 - e) The characteristics and legal status of other types of long-term relationships.

- f) The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

6.3 Pupils will also know how to:

- a) Determine whether other children, adults or sources of information are trustworthy.
- b) Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- c) How to seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

6.4 By the end of secondary school, pupils will know:

- a) 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 relationships.
- b) Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- c) How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- d) That in school and 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.
- e) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- f) How to recognise the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- g) The types of behaviour associated with child-on-child abuse, also known as teenage relationship abuse. This is defined as abuse within intimate relationships between children regardless of gender, sexuality or identity.
- h) What constitutes sexual harassment and violence and why these are always unacceptable.
- i) The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

6.5 By the end of secondary school, pupils will know:

- a) Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- b) About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- c) Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- d) What to do and where to get support to report material or manage issues online.
- e) The impact of viewing harmful content.

- f) 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.
- g) That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.
- h) How information and data is generated, collected, shared and used online.

Being safe

6.6 By the end of secondary school, pupils will know:

- a) 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, how these can affect current and future relationships, and how to seek support.
- b) How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

Intimate and sexual relationships, including sexual health

6.7 By the end of secondary school, pupils will know:

- a) 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.
- b) That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- c) The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- d) The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- e) That they have a choice to delay sex or enjoy intimacy without sex.
- f) The facts about the full range of contraceptive choices, their effectiveness and options available.
- g) The facts around pregnancy including miscarriage.
- h) That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
- i) How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
- j) About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- k) How the use of alcohol and drugs can lead to risky sexual behaviour.
- l) How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

7 RSE programmes of study

7.1 The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 5 of this policy.

7.2 Year 7:

Relationship Education – Black / Sex Education – Blue:

- (a) Understand different types of relationships and recognise that all types of relationships involve sharing and compromise and explain the implication for this in their relationships. Understand what is meant by the term 'family' and how family set-ups can differ, understand the roles and responsibilities of different family members. Identify how family members can affect what we do or think. Understand the different ways media portray relationships and recognise the possible impact of this on their behaviour. Understand 'stereotyping' and describe how media often stereotype relationships.
- (b) Identify and acknowledge their own positive qualities and recognise that these personal attributes can be ingredients of positive relationships. Understand that self-esteem is important in how they relate to others.
- (c) Identify what they value in a friend and recognise how their friends make them feel about themselves.
- (d) Understand what friendship can help them to do and the positive role friends can play in someone's life.
- (e) Recognise the features of a good friendship alongside romantic/sexual relationships.
- (f) Explain the physical and emotional changes of puberty and growing up (also done in Biology). Recognise how they feel about the changes that are or will be happening. Identify ways of telling the differences between myths, opinions and facts about growing up and changing.
- (g) **Biology lesson on Physical changes** - Follow up any discussion about changes in puberty and link / discuss practical info about periods and how to deal with them practically. Discuss feelings about being perceived younger or older than they actually are. Discuss changes in boys and feelings that boys could have about puberty.

7.3 Year 8:

Relationship Education – Black/ Sex Education – Blue:

- (a) Understand why people make permanent commitment in relationships and why some people choose to make that commitment through marriage or civil partnerships, different cultures ways of celebrating marriage. Recognise the factors that lead to stability in long term relationships.
- (b) Understand the nature of different family networks (building from year 7) and recognise potential tensions and challenges that can arise in different family set-ups. Identify sources of support when family relationships change. Understand intimacy and what is involved with this emotionally. Assess the level of intimacy that they think is appropriate at different stages in relationships. Understand that intimacy in relationships should be at an agreed, comfortable level for both partners and that it is possible to be intimate without leading to sex. Recognise that all of this is applicable to both heterosexual and same-sex couples.

- (c) Describe the basic biological process of sexual intercourse (from year 7 Biology) and recognise external genital parts for male and female. Understand basic facts about the contraceptive pill and the condom (review from year 7 Biology) Explain basics of contraceptive use and why people might choose not to use Contraception. Identify the pressure on teenagers (perceived and actual) to progress towards sexual intercourse in their relationships. Recognise the benefits of delaying sex and apply criteria for “readiness” for sex.

7.4 **Year 9:**

Relationship Education – Black/ Sex Education – Blue:

- (a) Recognise the importance and value of the emotional and caring components in relationships.
- (b) Understand the value of supportive relationships with sexual partners, professionals, family and friends.
- (c) Identify and revise their current knowledge about sexual intercourse and reproduction. Explain the Benefits of delaying sex, having revisited some criteria of ‘readiness for sex’. Identify circumstances that might lead to unprotected sex such as: getting drunk, loss of control, not fully understanding risks and explain possible consequences of unprotected sex: pregnancy, unplanned parenthood. Understand the choices following unintended pregnancy: termination, adoption and keeping the baby.
- (d) Understand the choices following unprotected sex and demonstrate awareness of emergency contraception. Identify and know how to access available services and support. Understand the fundamentals when looking at STIs. Explain that the cue to seek help should be knowing when a risk has been taken, rather than the onset of symptoms. Identify local services and how to access them. Understand the basics of condom use and other forms of contraception.
- (e) Begin to understand sexual exploitation and the role of social media/pornography. Develop further understanding of consent and what consent means, both legally and ethically, and why it is so important.

7.5 **Year 10:**

Relationship Education – Black/ Sex Education – Blue:

- (a) Explain how the family unit has changed over time and what social factors have influenced these Changes. Building on work in KS3, evaluate the roles and responsibilities of different family members; Challenge stereotypes about the roles of men and women in the family. Evaluate whether they think marriage is important before becoming a parent with someone. Understand the options available to same sex couples who want to make a long-term commitment. How would they define “love” “romance”?
- (b) Explain ways to build new relationships, changing relationships, – importance of knowing someone before next steps are taken. Explore the importance of respect and compromise in a relationship Identify common problems/reasons why relationships can break down – identify warning signs, strong emotions associated with this.

- (c) Understand what consent means and why it is so important - further development. Recognise when someone is consenting and when they are not. Understand what consent means, both legally and ethically, and why it is so important. Recognise when others feel uncomfortable or under pressure and when someone is putting me under pressure. Understand that no one has the right to intimidate someone into giving their consent, as such an agreement is not consent, and that sexual activity following such a threat is illegal (even between married people).
- (d) Explain more (building up on year 9) about the different types of contraception, including but not only the pill and condoms. Explain why it is important to use contraception for protection against both STIs and unwanted pregnancy. Identify and explore their sexual health needs and responsibilities and their right to access services.

7.6 Year 11:

Relationship Education – Black/ Sex Education – Blue

- (a) Further development for contraception, pros and cons. What to do if you have had unprotected sex. Further development of STIs. Sexual health and regular screening, menopause and the importance of smear testing. Recognise that pornography does not always reflect good examples of consensual situations or replicate sexual experiences.
- (b) Identify and analyse situations concerned with relationships and sex that might potentially cause pressure e.g. level of commitment, age of consent, change of contraception in long-term relationships, long distance relationships, unexpected pregnancy, inability to conceive. Identify features of a healthy and unhealthy relationship. Analyse how people feel when someone is paying them unwanted attention. Explain what is meant by the term 'harassment' and what to do if they feel it is happening to them.
- (c) Further understand what is meant by sexual exploitation and that it is dangerous, illegal and always wrong. Recognise that physical and emotional abuse in a relationship is always wrong, can take many form where to find help. Online situations. The law and sexual imagery.
- (d) Recognise the diversity of sexual attraction. Demonstrate respect for those whose feelings are different from their own. Challenge assumptions and stereotypes regarding the LGBTQ+ community. Where to access support or advice on matters relating to sexuality and gender

7.7 Year 12:

- (a) Personal Care – sexual health and relationships, support on offer
- (b) Visitor: Pornography – impact on sexual relationships
- (c) Visitor: Sexual health and NHS support including menopause

7.8 Year 13:

- (a) Review of all RSE from KS4 and Y12

8 Delivery of the curriculum

- 8.1 The majority of the RSE curriculum will be delivered through the PSHE curriculum.
- 8.2 Through effective organisation and delivery of the subject, we will ensure that:
 - a) Core knowledge is sectioned into units of a manageable size.
 - b) The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - c) Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 8.3 RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.
- 8.4 The RSE and health education curriculum will be delivered by appropriately trained members of staff.
- 8.5 The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.
- 8.6 RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
- 8.7 Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 8.8 The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson, and will be included in PSHE lessons. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.
- 8.9 All teaching and resources are assessed by the Head of Personal Development to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.
- 8.10 Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 8.11 Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 8.12 Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's ICT Acceptable Use Policy for Pupils.
- 8.13 Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
- 8.14 Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 8.15 The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

- 8.16 Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- 8.17 Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 8.18 In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 8.19 At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

9 Curriculum links

- 9.1 The school seeks opportunities to draw links between RSE and other curriculum subjects wherever possible to enhance pupils' learning.
- 9.2 RSE will be linked to the following subjects:
- a) **PSHE** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions. Pupils learn about respect and difference, values and characteristics of individuals.
 - b) **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
 - c) **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
 - d) **Religious Studies** – pupils are taught about ethical relationships.
 - e) **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.

10 Working with parents

- 10.1 The school understands that parents' role in the development of their children's understanding about relationships is vital.
- 10.2 The school will work closely with parents when planning and delivering the content of the school's RSE curriculum. Parents will be informed about content of lessons in a letter at the start of each academic year.
- 10.3 When in consultation with parents, the school will provide:
- a) The curriculum content, including what will be taught and when.
 - b) Examples of the resources the school intends to use to deliver the curriculum.
 - c) Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.

- d) Provide opportunity for the withdrawing parents to meet with RCH/ DRO/ RHA
- 10.4 Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE, in particular in the start of year topic overview letter.
- 10.5 The school understands that the teaching of some aspects of the curriculum may be of concern to parents
- 10.6 If parents have concerns regarding RSE, they may submit these via email to the relevant Head of Key Stage or the Deputy Head, Pastoral.
- 10.7 Parents will be regularly consulted on the curriculum content and the curriculum will be planned in conjunction with parents' views

11 Working with external agencies

- 11.1 Working with external agencies can enhance our delivery of RSE and brings in specialist knowledge and different ways of engaging pupils.
- 11.2 External experts may be invited to assist from time-to-time with the delivery of the RSE curriculum but will be expected to comply with the provisions of this policy.
- 11.3 The school will check the visitor/visiting organisation's credentials of all external agencies.
- 11.4 The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- 11.5 The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- 11.6 The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- 11.7 The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Safeguarding Policy.
- 11.8 The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

12 Withdrawal from lessons

- 12.1 Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The sex education content is written in **BLUE** of the Year groups programme of study.
- 12.2 Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.
- 12.3 Requests to withdraw a child from sex education will be made in writing to the Deputy Head, Pastoral.
- 12.4 Before granting a withdrawal request, the Deputy Head, Pastoral will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- 12.5 The Deputy Head, Pastoral will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

- 12.6 All discussions with parents will be documented. These records will be kept securely in line with the school's GDPR policy.
- 12.7 Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.
- 12.8 Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.
- 12.9 For requests concerning the withdrawal of a pupil with SEND, the Deputy Head may take the pupils' specific needs into account when making their decision

13 Equality and accessibility

- 13.1 The school is aware of its legal duties, including those pursuant to the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:
 - a) Sex
 - b) Race
 - c) Disability
 - d) Religion or belief
 - e) Gender reassignment
 - f) Pregnancy or maternity
 - g) Sexual orientation
- 13.2 The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.
- 13.3 The school understands that pupils with SEND are entitled to learn about RSE, and the curriculum will be designed to be inclusive of all pupils.
- 13.4 The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENDCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.
- 13.5 Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
- 13.6 The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.
- 13.7 The school will be alive to issues such as sexual violence and sexual harassment and make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Promoting Good Behaviour Policy.

14 Safeguarding and confidentiality

- 14.1 All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- 14.2 Confidentiality within the classroom is an important component of RSE, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 14.3 Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.
- 14.4 Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

15 Staff training

- 15.1 Training will be provided by the Head of Personal Development to the relevant members of staff on a regular basis to ensure they are up to date with the RSE curriculum.
- 15.2 Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as 'youth-produced sexual imagery', which may need to be addressed in relation to the curriculum.
- 15.3 The school will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.
- 15.4 Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance from school nurses on emergency contraception and their effectiveness.

16 Monitoring quality

- 16.1 The Head of Personal Development is responsible for monitoring the quality of teaching and learning for the subject.
- 16.2 The Head of Personal Development will conduct subject assessments on a regular basis, which will include a mixture of the following:
 - a) Lesson observations
 - b) Topic feedback forms
 - c) Learning walks
 - d) Work scrutiny
 - e) Lesson planning scrutiny
- 16.3 The Deputy Head, Pastoral will produce annual subject reports for the Head and Council.
- 16.4 The Head of Personal Development will work regularly and consistently with the Deputy Head to monitor the effectiveness and delivery of the RSE curriculum.

17 Monitoring and review

- 17.1 This policy will be reviewed by the Deputy Head, Pastoral, in conjunction with the Head of Personal Development on an annual basis.
- 17.2 Any changes needed to the policy, including changes to the programmes, will be implemented by the Deputy Head, Pastoral.
- 17.3 Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE curriculum.
- 17.4 The next scheduled review date for this policy is **September 2024**