



MONKSEATON HIGH SCHOOL

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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Statutory policy or document	Yes
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Agreed to publish on school website	Yes

Review:

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Annual	May 2025

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Author	Creation / Revision date	Version	Status
Headteacher (JS)	10.5.2023	1.0	Annual review. Re-draft of previous policy. Introduction of version control.
Headteacher (CD)	01.05.2024	2.0	Redraft based on DfE guidance published September 2021.

Monkseaton High School

Relationships and Sex Education Policy

Definitions

Relationships Education “is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships and supports children to be safe, happy and healthy in their interactions with others now and in the future”.

Sex Education ‘is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health’. (Sex Ed Forum)

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing. (Sex Ed Forum)

Relationships Education, Health Education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong. (Sex Ed Forum)

Rationale

The legal requirement which came into force on 1 September 2020 (and revised in September 2021) means that:

- All primary schools in England teach relationships education.
- All secondary schools teach relationships and sex education.

This Relationships and Sex education policy is based on the DfE guidance document [‘Relationships Education, Relationships and Sex Education \(RSE\)’](#) (Last updated September 2021 and due to be reviewed by the DfE every 3 years).

Relationships and Sex Education is part of personal, social and health education. RSE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships, and respect, love and care. It focuses on relationships, equality, friendships, family life, marriage and civil partnerships, communication, safety, respect, trust and caring for others. The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Details about life cycles and reproduction, including alternative reproductive technologies, are included in our Relationships and Sex Education and are generally addressed in the Science curriculum.

Relationships and Sex Education (RSE) contributes to Social, Moral, Spiritual and Cultural development, providing an open and safe environment for children to learn about positive relationships, to value and respect themselves and others and to make responsible and reasoned choices. RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, including online and not just intimate relationships.

Our RSE programme aims to:

- nurture a responsible attitude towards personal relationships and friendships including mutual respect, trust and care.
- develop sensitivity towards the needs of others.
- empower children to make informed choices about their safety and wellbeing and to recognise their responsibility for their actions.
- let students explore their own and others attitudes.
- develop the skills that enable informed healthy living.
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- understand the consequences of their actions and behave responsibly within sexual and non-sexual and online relationships
- learn about the importance of family life, including LGBTQIA+ and families.
- learn about the physical development of their bodies as they grow into adults.
- provide knowledge about life cycles of living things including humans.
- encourage exploration of values and moral issues, considering physical and moral risks associated with certain behaviour.
- educate against discrimination and prejudice.

Context

We believe that RSE should be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life. We teach Relationships and Sex Education in the context of the school's aims and values. In particular, we teach Relationships and Sex Education in the belief that: it should be taught in the context of family life and include an acceptance of families in all their forms.

It is part of a wider social, personal, spiritual and moral education process; children should be taught to have respect for their own bodies; children should learn about their responsibilities to others, and be aware of the consequences of their actions. We want them to understand the importance of building positive relationships with others, involving trust and respect.

Organisation and Approach

Relationships and Sex Education is taught throughout the school from year 9 to 13, with particular reference to developing positive relationships and practicing safe sex. Relationships and Sex Education is taught within our Personal Development curriculum, in tutorials, and also in Science. It is also a feature of our assemblies.

RSE is taught by form tutors and Personal Development and science teachers as part of the Personal Development and Science curriculum. Teachers/ tutors deliver the PSHE Curriculum with support from professionals where appropriate.

We understand the importance of using inclusive terminology, for example in the use of correct pronouns and not assuming he/she in relationships. The important values are love, respect, kindness and generosity and care for each other. During RSE lessons children are invited to ask further questions and to discuss issues with their teacher and support staff. Staff will answer student's questions in an open, factual and appropriate way but will not enter into discussions about personal issues.

We also recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes. Staff will also encourage the children to discuss questions with their parents.

Content

The following information draws on the DfE and other guidance on RSE and also reflects elements of the non-statutory framework for PSHE and Citizenship.

Because of the personal and social nature of the topics covered in RSE, **values and attitudes** are a central part of learning and moral development. There are clear values that underpin RSE including:

- mutual respect
- the value of family life, marriage/civil partnerships, loving and stable relationships in bringing up children, including LGBTQIA+ and families
- rights and responsibilities, for self and others
- commitment to safety and wellbeing
- gender and LGBTQIA+ equality
- acceptance of diversity, and
- that violence and coercion in relationships are unacceptable

Students will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.

This policy and information on what will be taught and when will be made available for parents to access each year.

By the end of secondary school

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

Families

Pupils 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 – for example, 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 the 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - 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 (for example, 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

Pupils 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, for example 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

Pupils 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

Pupils 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, for example 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 and 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

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Inclusion/Difference and Diversity

We intend for our RSE curriculum to meet the needs of all students.

Students with SEN:

We work in partnership with the SENCO and parents to ensure that all students experience a quality RSE program and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Ethnic and cultural groups:

We also consult with students and parents who may have different needs due to religious or cultural beliefs.

Gender, Identity and Sexual Orientation:

We expect all pupils to be taught LGBTQ content for this area of the curriculum. We aim to deal sensitively and honestly with regard to gender, sexual orientation and identity, answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality need to feel that relationship and sex education is relevant to them.

The school is committed to teaching the children to respect themselves and others regardless of difference in religion, culture or sexuality.

Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. ***There is no right to withdraw from Relationships Education or Health Education.***

Before granting any such request the parent will be referred to the Headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A record is kept of any enquiries, meetings and outcomes.

Any detrimental effects that withdrawal might have on the child will be discussed. 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.

In exceptional circumstances the school will respect the parent's request, up to and until three terms before the child turns 16. After that point the student can choose to attend RSE.

SEND should not be a consideration for the Headteacher to grant a parental request, apart from in exceptional circumstances.

If a pupil is excused from sex education, the pupil will receive appropriate, purposeful alternative education during the period of withdrawal.

(Guidance taken from the DfE guidance document 'Relationships Education, Relationships and Sex Education (RSE)' (Last updated July 2020).

Safeguarding, reports of abuse and confidentiality

It should be made clear to pupils that teachers and all adults in school cannot guarantee absolute confidentiality if they have any concerns about the safety and wellbeing of a child and they will always act on these concerns.

Teachers conduct RSE lessons in a sensitive manner and it is their responsibility to create a safe environment through ground rules and distancing techniques. However, if a child causes the teacher reason for concern, then the teacher will take the matter seriously and deal with it as a safeguarding matter drawing their concerns to the attention of the Designated Safeguarding Lead officer. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. School safeguarding procedures must be followed when any disclosures about abuse are made.

The role of parents

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we answer any questions that parents may have about the Relationships and Sex education of their child. We also take seriously any issue that parents raise with teachers or governors about our policy or the arrangements for Relationship and Sex education in the school.

We believe that, through the exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

The role of the students

The students, via the School Council and Pride Club have been consulted about the key aims of the RSE policy and have contributed to the programme development.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Primary Care Trust, such as the school nurse and other health professionals, give us valuable support with our Relationship and Sex education program. Other people that we call on include social workers, The Proud Trust, The Rainbow Flag Award, North Tyneside Drugs and Alcohol Service, Northumbria Police and youth workers. All sessions will be jointly planned with the classroom teacher or the RSE Lead and visitors will follow school policies.

The role of the Headteacher / Personal Development Lead

It is the responsibility of the Headteacher or PD Lead to ensure that both staff and parents are informed about our Relationships and Sex education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher or RSE Lead liaises with external agencies regarding the school Relationships and Sex education program, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Assessment/Evaluation

Students will be assessed after each topic, either by completing an essay question or quick check questions. Other various forms of assessment are used such as peer, self, reflective, observational and teaching. Assessment is used to identify what learners already know and what areas need to be developed further.

Monitoring and review

The Governing Body monitors our Relationships and Sex Education policy. Governors give serious consideration to any comments from parents about the Relationships and Sex Education programme, and makes a record of all such comments.

Relevant policies and publications

This policy follows relevant legislation and guidance as follows:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, (DfE 2021)
- Keeping Children Safe in Education- Statutory Safeguarding Guidance, 2023

This policy should be read in conjunction with the school's online safety policy, anti-bullying policy, child protection & safeguarding policy.

EQUALITY IMPACT ASSESSMENT

1. Name of the change, strategy, project or policy:	Relationships and sex education policy	
2. Name of person completing this form:	M A Dowson – School Business Manager	
3. Has the policy/practice been assessed to consider any negative impact on the key groups?		
Yes		
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.		
Equality Target Group (circle):	Negative impact – it could disadvantage	Reason/Mitigation against impact
<i>Race</i>	<i>No evidence of negative impact</i>	
<i>Religion/belief</i>	<i>No evidence of negative impact</i>	
<i>Disability</i>	<i>No evidence of negative impact</i>	
<i>Gender</i>	<i>No evidence of negative impact</i>	
<i>Gender Reassignment</i>	<i>No evidence of negative impact</i>	
<i>Sexual Orientation</i>	<i>No evidence of negative impact</i>	
<i>Age</i>	<i>No evidence of negative impact</i>	
<i>Pregnancy/Maternity</i>	<i>No evidence of negative impact</i>	
<i>Marriage & Civil Partnerships</i>	<i>No evidence of negative impact</i>	
5	Yes	No
(a) Is the impact legal/lawful? Seek advice from your HR Provider if necessary	N/A	N/A
(b) Is the impact intended?	N/A	N/A
6 Could you minimise or improve any negative impact? Use the space below to detail how.		
No negative impact is anticipated from the implementation of this policy		
7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?		
N/A		
8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?		
N/A		

Signed: M A Dowson – School Business Manager

Date: 1st May 2024