

## Relationship and Sex Education Policy

<b>Authorised by</b>	resolution of the Board of Governors
<b>Date</b>	Autumn 2013
<b>Reviewed</b>	Autumn 2014
	Autumn 2017 (1-0-0)
	Summer 2019 (1-0-1)
	Spring 2021 (1-0-2)
	Summer 2022 (1-0-3)
	Autumn 2023 (1-0-4)

### Aims of Relationship and Sex Education at St Gabriel's

St Gabriel's believes that Relationship and Sex Education is an educational entitlement of all students and an integral part of each student's emergence into adulthood. We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being. St Gabriel's believes that all children and young people have a right to holistic, inclusive, age appropriate and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

St Gabriel's Relationship and Sex Education Policy has been written in accordance with government legislation including the Education Act 1996, the Equality Act 2010 and has regard to the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (updated September 2021) which require schools to formulate a written policy statement on sexual education. This policy is written entirely in accordance with the spirit of the School's Aims and Ethos, which commits us to the full personal development of each pupil within the framework of a safe, secure and happy environment.

The Relationships and Relationships and Sex Education policy was produced (and is reviewed) in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

This policy should be read in conjunction with the School's

- Child Protection (Safeguarding) Policy & Safeguarding Guidance (including FGM)
- Behaviour Policy
- Social, Moral, Spiritual and Cultural Policy, and
- ICT Acceptable Use Policy.

The aims of Relationship and Sex Education should be to help the students identify specific areas of responsibilities, influence and control and to present the facts in an objective and balanced manner so as to enable students to comprehend the range of sexual attitudes and behaviour in present day society.

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice.

The RSE curriculum is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

We are also committed to an RSE curriculum that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice when planning for this subject.

We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE.

At all times and with appropriate staff there should be opportunity for questions to be asked and answered, either within class or in a more private context.

In particular, we will: -

- Provide support and information for the students in our care
- Encourage personal responsibility in all forms of behaviour
- Promote and nurture self-respect whilst considering the qualities of relationships between people.

Relationship and Sex Education resources and opportunities at St Gabriel's should form an integral part of a lifelong learning process. We believe that successful Relationship and Sex Education is developmental and progressive, relevant to, and appropriate for, the age, understanding, needs and experience of our students.

The school will engage with pupils, parents and staff to ensure that this policy and its developments meet the needs of pupils, parents and staff. Staff and pupils review the contents of the PSHE (and RSE) scheme of work on a regular basis, and parents will be invited to comment on a revised policy as appropriate, following advice in the publication "Parental Engagement in Relationships Education." Additionally, the school can signpost parents to the government advice "Understanding Relationships and Health Education in your child's primary school: a guide for parents" and its senior school counterpart. This policy is available on the sc

## Definitions

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as 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. We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework.

We aim to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture pupil's curiosity about the world around them, supporting their development and their respect for themselves and each other.

Relationships and Sex Education delivered in the Senior School will include the content as described in statutory guidance under the topics

- Families- exploring committed and stable relationships
- Respectful relationships including friendships
- Online and Media responsibilities and opportunities
- Being Safe
- Intimate and Sexual relationships, including Sexual Health

Relationships education delivered in the Junior school will include the content as described in statutory guidance under the topics

- Families and People who care for me
- Caring Friendships
- Respectful Friendships
- Online Friendships
- Being Safe

In addition in the Junior School, science or PSHE lessons may include content explaining human development and reproduction at times appropriate to the development and maturity of pupils.

## Purposes of Relationship and Sex Education at St Gabriel's:

In the Senior School to cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them

- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.
- Promote understanding about physical development (including menstruation) at appropriate stages.
- Enable students to develop an understanding of sex as a fact of human existence.
- Explain the law relating to the sexual behaviour of young people including consent and the age of consent, FGM and exploitation.
- Provide information about contraception and the range of local and national sexual health advice, contraception and support services.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

The purpose of Relationship Education in the Junior School at St Gabriel's is to:

- Provide a programme tailored to the age and physical and emotional maturity of the pupils. It will ensure that both boys and girls know about puberty– as set out in Key Stages 1 and 2 of the Science Curriculum.
- realise their health, wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal identity and the identities of others
- explore a range of family structures, including LGBT+ families and other family structures
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

### **The Organisation of Relationships and Sex Education at St Gabriel's**

The Head of School and the PSHE subject leader are responsible for the overall planning, implementation and review of the Relationship Education programme in the Junior school.

The Deputy Head (Pastoral) and the Heads of School in conjunction with Head of Science are responsible for the overall planning, implementation and review of the Relationship and Sex Education programme in the Senior school.

The Governing Body review this policy regularly and ensure that it is in agreement with other school policies such as Child Protection (Safeguarding) Policy, the Anti-Bullying Policy, the Behaviour Policy and the SMSC policy.

The curriculum content and the programme are delivered primarily through PSHE and Science lessons. However, moral and ethical issues which may arise from apparently unrelated topics are occasionally discussed within the context of other subjects and would not be deemed part of the sex education programme and therefore subject to the parental right of withdrawal.

A variety of teaching approaches are used to give relevant information, to enable moral issues to be explored through discussion and to acquire appropriate skills. All staff who have responsibility for delivering Relationships and Sex Education will undergo training on a regular basis to ensure they are up to date with the Relationships and Sex Education policy and curriculum requirements.

The Relationship and Sex Education programme in the Senior school includes issues of consent, contraception, sexually transmitted infections, sexuality, sexual harassment and exploitation, honour based violence and FGM, forced marriage, sharing nude and semi-nude images and pornography and pregnancy choices. All issues are sensitively addressed and facts are presented in an objective and balanced way. The pupils are encouraged to consider their attitudes and values within the moral and values framework outlined above. Pupils are made aware of the differences between fact, opinion and religious belief. Staff not comfortable with the delivery of any part of the programme may ask to withdraw from a particular lesson, or series of lessons, and be replaced by the appropriate staff. Staff dealing with sensitive issues should only use material approved by pastoral or departmental teams.

Relationship and Sex Education is developed as a partnership between home and school will help to ensure that students are more likely to receive consistent messages. In addition, the religious backgrounds of the students must be taken into account when social and moral issues are taught as part of RPE or PSHE curriculum.

### **Monitoring and Evaluation**

The PSHE programme (incorporating Relationship and Sex Education) is reviewed and evaluated at least annually by staff and students as part of a review of the PSHE programme and appropriate changes are made if required. The Heads of School respond to this review and decide whether additional sessions or material are required and this can be included in the programme the following year. This policy will also be reviewed at these times.

We use a range of assessment methods to get regular feedback on pupil progress in Relationships and Sex Education. We also use pupil assessment to identify where pupils need extra support or intervention. Lessons are planned to ensure that pupils of differing abilities, including the most able are suitably challenged.

Throughout the RSE curriculum we embed pupil voice practices to enable students to express their views on the range of topics that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

### **Parents' rights to request withdrawal from RSE lessons.**

Parents have the right to withdraw their children from the part of the RSE programme that deals with Sex Education. Parents may not withdraw their children from the programme that involves Relationships or Health education, as these are statutory parts of the curriculum. It should be noted that any pupil who will be 16 within three terms may express their own wish to receive Sex Education, and the school would be obligated to deliver this.

The school will work with parents to ensure they know what will be taught to which year groups as the Heads of School will inform parents of the content to RSE lessons.

The school will discuss any request to withdraw from RSE lessons with the child's parents, and as appropriate, with the child to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process and ensure records are kept of the request to withdraw. The pupil will receive purposeful education during any lessons from which they are withdrawn.

### **Accessibility**

The Deputy Head (Pastoral) and Heads of School will work with the Coordinator of Individual Needs to ensure that all pupils including those with SEND can access and learn from the RSE programme. Individual support will be provided as necessary and as appropriate to the age and maturity of the pupil.

### **Confidentiality and Advice**

It must be made clear to pupils at the outset that there may be limits to confidentiality in certain sensitive areas, for example, where there are safeguarding concerns. At the same time, however, pupils will be offered sensitive and appropriate support.

If a pupil discloses abuse, or staff are suspicious of abuse, the School's Child Protection Procedures are invoked.

Date	Amendment
Autumn 2017 (1-0-0)	Retitled as Relationship and Sex Education policy. Policy revised to reflect current practice and legislation references updated.
Summer 2019 (1-0-1)	Removal of Pastoral Policy Refers to and written to reflect the Relationships Education, Relationships and Sex Education (RSE) and Health Education (draft February 2019)
Spring 2021 (1-0-2)	Current legislation no longer draft. Further details on consultation on amendment will include not only parents, but staff and pupils too. Inclusion of sexual orientation and gender reassignment as protected characteristics. Record keeping and discussion added to right to withdraw paragraph Reference to other school policies added
Summer 2022 (1-0-3)	Policy reviewed with appropriate consultation. No changes
Autumn 2023 (1-0-4)	School's Aims and Objectives changed to School's Aims and Ethos. Pupil Voice and assessment measures added