



RELATIONSHIPS AND SEX EDUCATION POLICY

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Related External Documents	DfE guidelines PSHE Association guidelines and resources NSPCC guidelines Equality Act 2010 Ofsted Review of sexual abuse in schools June 2021

Introduction

St Edward's recognises its duty of care to maintain a learning environment which is safe and where the welfare of its pupils is paramount. As such, the School seeks to provide relevant, effective and responsible Relationships and Sex Education (RSE) for all pupils in line with the statutory guidance from the DfE (2019). The School aims to ensure honesty, integrity and respect are reflected in the personal behaviour and standards of conduct of all members of the school community and in turn pupils must recognise that they are accountable for their behaviour and actions.

RSE is embedded within the wider programme of personal, social, health and economic education (PSHE). The School seeks to assure parents and guardians that RSE at St Edward's is delivered at a level appropriate to both the age and development of pupils. The School also seeks to provide opportunities for pupils to have a safe space to express their views and opinions regarding the provision of RSE.

PSHE education became statutory for all schools in September 2020 under the Children and Social Work Act 2017. This includes Relationships and Sex Education for all pupils receiving secondary education. The statutory requirement to provide health education does not apply to independent schools. However, the principles of health education are included in planning an age-appropriate curriculum.

This policy has been written following the DfE publication, Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019). In addition it pays attention to the [Ofsted review of sexual abuse in school and colleges 2021](#) and to the DfE publication on [Sexual violence and sexual harassment between children in schools and colleges September 2021](#)

Equality Act 2010 and SEND

St Edward's School is an inclusive institution which is committed to equal opportunities for all as outlined in the Equality Act 2010. Every pupil is entitled to be treated equally and all staff are expected to commit to this ethos. The School welcomes pupils who meet the admissions criteria and recognises its duty to make reasonable adjustments for pupils who have additional needs as outlined in the Special Educational Needs and Disabilities (SEND) policy. This policy is intended to support the delivery of relationships and sex education for all pupils including those with SEND. RSE is age-appropriate, reflects the School's aims and values, and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

Policy aims

The policy aims to ensure that:

- RSE is delivered by teaching staff who want to teach it and who are trained, supported, knowledgeable and confident.
- RSE is embedded within the broad and balanced PSHE curriculum designed to support pupils growing up in the twenty first century.
- RSE is learning about physical, moral and emotional development. It involves an age-appropriate understanding of relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It also includes an age-appropriate understanding of caring, stable and mutually supportive relationships.
- The appropriate provision is in place so that pupils have the skills to build positive, enjoyable, respectful and non-exploitative relationships as they mature into young adults, staying safe both on and offline
- In keeping with the Equality Act 2010, pupils learn to be accepting of different beliefs and cultures, religions, sexual orientation, physical and mental abilities and background.
- Pupils learn to lead a healthy and safe lifestyle, to respect their bodies and to seek information or support should the need arise, both during and after their school years
- Pupils understand that in the UK the legal age of consent for sexual activity is 16 and that sexual activity below that age is not lawful

Roles and responsibilities

School staff

It is important that staff feel confident and are equipped to teach RSE and answer questions from pupils. As such, the School provides regular professional development training for staff; this includes an introduction to the importance of RSE, confidentiality, setting ground rules, handling controversial issues and responding to sensitive questions.

The Deputy Head Pastoral, and Director of Wellbeing, have overall responsibility for the planning, monitoring and evaluation of the School's RSE provision. The Sub-Warden has overall responsibility for ensuring compliance. It is the responsibility of staff who teach RSE to ensure that they deliver high quality age-appropriate lessons that meet the needs of pupils.

Senior leaders will:

- Develop and review the policy annually in line with DfE legislation.
- Ensure that staff are familiar with the guidance relating to RSE and updated with any policy changes.
- Ensure that learning takes place in a safe and inclusive environment that pays particular attention to the protected characteristics as set out in the Equality Act 2010.
- Ensure that staff delivering PSHE are given regular and ongoing training relating to the delivery of RSE lessons.

- Ensure that RSE is age-relevant and appropriate across year groups.
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is up-to date, medically accurate and comprehensive.
- Ensure that content is delivered through planned timetabled lessons across year groups and is clearly identified within the wider programme of PSHE lessons.
- Monitor RSE via feedback from pupil surveys and assessments, year group councils, senior pupils via school prefects, Heads of House and peer listener meetings, and open discussions with teachers in House or in lessons.

Teachers will:

- Attend and engage in professional development training for RSE provision.
- Ensure that they are up to date with school policy and curriculum requirements regarding RSE.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. In the event that a member of staff feels they are not able to deal with a pupil concern or difficult question, they should speak confidentially to the Deputy Head Pastoral or the Senior Nurse.
- Provide regular feedback to the Deputy Head Pastoral on their experience of teaching RSE and pupil response.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including pupils with special educational needs, liaising with the Head of Learning Support or Deputy Head Pastoral if required.
- Provide a mechanism such as an anonymous question box or use of post it notes (the 'ask it basket'), to enable pupils to inform teachers what they would like to learn about and to ask questions without being identified
- Create a protected space in which pupils can talk confidentially. This this means that whatever is discussed in the classroom should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about relationships and sex.
- Ensure that if any concern is raised that is of a safeguarding nature, they will contact one of the Designated Safeguarding Leads to ensure the safety and wellbeing of pupils

Pupils will:

- attend timetabled Wellbeing lessons as part of their compulsory RSE/PSHE programme
- be given opportunity to take part in discussions and express their views and ask questions
- have opportunity to feedback and evaluate their RSE lessons
- be taught the anatomically correct names for body parts, although slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use

Parents

Parents share the responsibility for RSE with their children. The RSE programme works in partnership with parents, informing them on a regular basis about what their children will be learning and about how they can contribute at home. They can access the Wellbeing curriculum on the school intranet. Parents are encouraged to seek support from the School where they feel it is needed. For information on accessing school support, parents should contact, in the first instance, the Deputy Head Pastoral at pastoral@stedwardsoxford.org.

The School seeks to ensure that parents are comfortable with the education provided to their children in school. It is a statutory right of parents or carers to withdraw the children in their care from sex education. This excludes withdrawal from the relationships' elements and those on human growth and reproduction.

Content, Delivery and Assessment

The content of the curriculum is based on the guidance in the DfE publications: Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019). See Appendix 1.

Through the curriculum, we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to be informed learners.

Our aim is that all teachers are involved in RSE education, via their conversations and contact with pupils, be it in discussions in lessons that arise from an area of learning such as a literary text or biology lesson, or within house discussions on friendships or relationships. In a more structured sense, the key areas for RSE are the Wellbeing lessons, use of external or internal speakers in 'off-timetable' sessions, day and house-based discussion, and nurse-led teaching, as follow up to lessons and off timetable events. School and Year Group assemblies are also used to support teaching.

The content is delivered by teachers within wellbeing lessons as follows:

- Shells, Fourth Form and Fifth Form: weekly wellbeing lessons.
- Sixth Form: weekly lessons during Lower Sixth and one term (autumn term) of fortnightly lessons for the Upper Sixth.

The learning of every year group is supplemented by external workshops which are provided in off-timetable days for every year group. House based discussion and nurse-led teaching are additional ways of ensuring that pupils have a holistic experience of RSE provision.

Appendix I

Link to scheme of work.

[Proposed Structure for Wellbeing Curriculum pt 2 - MFN - for review.xlsx](#)

Appendix 2

The outline topics for RSE:

Families

Shells	<ul style="list-style-type: none">• types of committed, stable relationships and how these relationships contribute to human happiness• to 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.
4th Form	<ul style="list-style-type: none">• why marriage is an important relationship choice for many couples and why it must be freely entered into.• the characteristics and legal status of marriage and of other types of long-term relationships.
5th Form	<ul style="list-style-type: none">• the roles and responsibilities of parents with respect to raising of children.

Respectful relationships including friendships

Shells	<ul style="list-style-type: none">• the characteristics of positive and healthy friendships (including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships.• practical steps that can be taken in a range of different contexts to improve or support respectful relationships.• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show 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.• the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
4th Form	<ul style="list-style-type: none">• how 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).• what constitutes sexual harassment and sexual violence and why these are always unacceptable.

5th form	<ul style="list-style-type: none"> • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
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Online and media

Shells	<ul style="list-style-type: none"> • 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. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties. • how information and data are generated, collected, shared and used online.
4th Form	<ul style="list-style-type: none"> • 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.
5th Form	<ul style="list-style-type: none"> • strategies to critically assess bias, reliability and accuracy in the news • strategies to manage online presence and its possible impact on career opportunities

Intimate and sexual relationships, including sexual health

Shells	<ul style="list-style-type: none"> the characteristics and positive aspects of healthy one-to-one relationships, which include mutual respect, consent, loyalty, trust, shared interest and outlook, and friendship that there is a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. that everyone has a choice to delay sex and to enjoy intimacy without sex how the use of alcohol and drugs can lead to risky sexual behaviour the concept of and importance of consent in a relationship an introduction to contraception and issues around sexual health how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
4 th Form	<ul style="list-style-type: none"> that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, sexual and reproductive health and wellbeing
	<ul style="list-style-type: none"> the concepts of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence, and FGM how and when consent can be withdrawn (in all contexts, including online)
5 th Form	<ul style="list-style-type: none"> the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women, and menopause 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) the laws around sexual consent, sexual exploitation, abuse, harassment and rape how people can actively communicate and recognise consent from others, including sexual consent

	<ul style="list-style-type: none"> • the facts about the full range of contraceptive choices, their efficacy and options available • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • 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.
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