



Relationships and Sex Education Policy

This policy also applies to the Early Years' Foundation Stage and Education (Independent School Standards) Regulations 2014

Introduction

St Margaret's School provides a programme of Relationships and Sex Education (RSE) which reflects the DfES Guidance of July 2000, with draft statutory guidance in place 2019. This policy is due to be updated in line with the changes in RSE requirements due to become mandatory in September 2020.

This current policy was drawn up by the teachers responsible for the teaching of PSHE/PSHCE and Science in the Senior School in consultation with the Principal. (PSHCE is an amalgam of PSHE, Personal Social and Health Education, and C for Citizenship).

RSE in the Junior School is taught through the PSHE/PSHCE and Citizenship programme and delivered by the class teachers and the Principal/Deputy Head.

The policy acknowledges that all people have differing:

- Experience
- Religious views
- Philosophical views
- Orientation

The above will naturally have a bearing on pupils' attitudes to Relationships and Sex. It is an integral part of this policy that all pupils' opinions will be respected and that no-one should feel intimidated or unduly influenced when stating their views. This respect for others is an essential part of the school ethos.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Aims of the Policy

This policy aims to enable pupils to:

- Learn about physical development and understand the process of human reproduction
- Develop healthy and fulfilling relationships and feel positive about their sexuality
- Make informed choices
- Be aware of the dangers of unprotected sex
- Be aware of differing types of contraception
- Respect other people's views and behaviour

The Policy and Parents

St Margaret's School acknowledges the dual responsibility of school and parents to provide information, guidance and support over these matters. The school will endeavour to provide a framework in which the pupils feel comfortable when discussing issues arising from and related to Sex Education.



Parents will be informed in advance of the content of forthcoming lessons and have the right to withdraw their daughter from any or all of the Sex Education provided by the school, apart from that which is included in the National Curriculum. In practical terms, this will mean that they may not withdraw their daughters from lessons which approach Sex Education from a scientific standpoint.

If a parent wishes to withdraw their daughter they should use the form at the end of this policy to request the withdrawal. This should be addressed to the Principal.

Creation of this Policy

All school staff and parent representatives' were given the opportunity to look at the policy and make recommendations, and the older pupils were also consulted as to the content.

Confidentiality

The teacher running a sex education lesson is not in a position to promise that all information that might emerge will be kept confidential. If, for example, some information were to emerge about sexual abuse, the teacher would not be in a position to guarantee keeping such information confidential, although she would not be bound by law to break such confidence either. The determining factor here is the nature of priorities as determined by our Child Protection Policy. The school also provides a counsellor who is able to offer support and advice to pupils who may, with parental permission, be referred by a member of staff with agreement of the Principal.

Who teaches RSE?

The RSE programme is mostly delivered by Form Tutors during PSHE lessons for the majority of classes. The PSHE Co-ordinator teaches most PSHE lessons in the Senior School. In both cases other teachers may take over certain sensitive topics. Sex Education taught in Science lessons is taught by a Science teacher.

The Right to Withdraw

Under the terms issued by the Department for Education, parents have a limited right to withdraw their daughters from certain elements of RSE teaching (see below). Their right to withdraw their daughter expires upon her 16th birthday.

Accessibility

When planning RSE content, teachers may have to differentiate in order to allow access for all pupils.

The Delivery of the Curriculum

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE/Belief).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Junior School

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships



- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

Senior School

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Topic Timetable

Year 6

Science

- The life cycle of a human

PSHE

- Puberty

Year 7

Science

- Female and male sexual anatomy
- The menstrual cycle
- Human reproduction
- Pregnancy
- Physical changes during puberty

PSHE

- Changing bodies – physical changes

Year 9

PSHE (part delivered via an external consultant)

- You and the opposite sex
- Attitudes to sexuality
- Safe sex
- What is a healthy relationship?
- Identifying negative aspects of relationships



Year 10 and 11

Science

- Hormonal coordination of the development of secondary sexual characteristics
- Hormonal coordination of the menstrual cycle and fertility
- Inheritance of genes and genetic diseases
- Dangers of drugs in relation to pregnancy
- Transmission of sexually transmitted diseases
- Structure, reproduction, spread and control of infectious diseases
- Moral implications of gene technology and manipulating reproduction

PSHE includes:

- Marriage including: the law relating to marriage, arranged marriage, forced marriage.

Reviewing the Policy

It will be reviewed in June of each year in consultation with the staff who teach it, and updated in response to this. Changes will be reviewed and approved by the Governing body.



Appendix 1 – Junior School Programme

By the end of Year 6 – Topic and what pupils should know (where a strand is repeated or built upon in Years 7 to 11 as well, this is indicated by the **text in red**)

Families and people who care about me

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- 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 those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- **That people sometimes behave differently online, including by pretending to be someone they are not.**
- **That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.**
- **The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.**



- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

Appendix 2 – Senior School Programme

By the end of Year 11 (NB includes some items covered earlier)

Families

- That there are different types of committed, stable relationships. *(Year 10)*
- How these relationships might contribute to human happiness and their importance for bringing up children. *(Year 11)*
- 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. *(Year 11)*
- Why marriage is an important relationship choice for many couples and why it must be freely entered into. *(Year 11)*
- The characteristics and legal status of other types of long-term relationships. *(Year 10/11)*
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. *(Year 10/11)*

Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. *(Year 9 and also briefly in other years)*
- Practical steps they can take in a range of different contexts to improve or support respectful relationships. *(Year 9)*
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). *(Year 9/10/11)*
- 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. *(Year 7 onwards)*



- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. *(Year 7/8/9)*
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. *(Year 10/11)*
- What constitutes sexual harassment and sexual violence and why these are always unacceptable. *(Year 10/11)*
- 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. *(Year 7 onwards)*

Online and media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. *(Year 4 to Year 9)*
- 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. *(Year 4 to Year 9)*
- That what is depicted in pornography may be highly unrealistic and unhealthy or dangerous, both physically and psychology.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. *(Year 4 to Year 9)*
- What to do and where to get support to report material or manage issues online. *(Year 4 to Year 9)*
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. *(Year 7/8/9)*
- How information and data is generated, collected, shared and used online. *(Year 7/8/9)*

Being safe

- 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. *(Year 10/11)*
- 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). *(Year 10/11)*

Intimate and sexual relationships, including sexual health

- 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. *(Year 9/10/11)*
- That all aspects of health can be affected by choices they make in Relationships and Sex, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. *(Year 9/10/11)*
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. *(Year 9/10/11)*
- That they have a choice to delay sex or to enjoy intimacy without sex. *(Year 9/10/11)*
- The facts about the full range of contraceptive choices, efficacy and options available. *(Year 9/10/11)*
- The facts around pregnancy including miscarriage. *(Year 9/10/11)*
- 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). *(Year 9/10/11)*
- 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. *(Year 9/10/11)*
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. *(Year 9/10/11)*
- How the use of alcohol and drugs can lead to risky sexual behaviour. *(Year 9/10/11)*
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. *(Year 9/10/11)*



Parent Form

Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	