



## Relationship and Sex Education Policy

### Applies to:

- The whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and support), the Proprietor, governors and volunteers working in the school.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

At Radnor House Twickenham, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives. Following the guidelines set out in the DfE document July 2020: Relationships Education, Relationships and Sex Education (RSE) and Health Education, the school is committed to delivering the specified topics to each pupil in their relevant stages.

Our PSHEE Policy and Reflections Programme are comprehensive in their delivery of all aspects of Living in the Wider World, Health and Wellbeing, and Relationships. This policy aims to outline the specific content of the Relationships and Sex education within these areas, and in line with the DfE definition of the programme as: 'Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health.'

The teaching of RSE and health education 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.

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 and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

### Related Documents

- Anti-Bullying Policy
- Behaviour Policy
- Equality and Diversity Policy
- Learning Differences Policy
- Online Safety Policy
- PSHEE Policy
- Safeguarding Policy

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010

- DfE (2015) National Curriculum in England: Science Programmes of Study
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2020) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- Keeping Children Safe in Education, September 2023

### **Availability**

This policy is made available to parents, staff and pupils in the following ways: via the school website, within the Parent Policies Folder in the Reception area, and on request a copy may be obtained from the school office.

### **Monitoring and Review**

This policy is subject to continuous monitoring, refinement and audit by the Principal, with a formal review every year.

Signed:



Darryl Wideman  
Principal  
September 2023

## Definition

Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on:

- different types of relationships, including friendships, family relationships, dealing with strangers and intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

We believe Relationship and Sex Education is important for our pupils within our school because as it states on the DfE guidance: 'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.'

We view the partnership of home and school as vital in providing the context in which RSE fits within each individual pupil's environment and beliefs. Our school's overarching aims for our pupil are that they are equipped with relevant and significant information to make informed, healthy decisions and actions regarding relationships.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by the variety of resources we use; ensuring key staff in school and parents are aware of the topics covered within lessons and when these will happen to allow pupils to have healthy conversations regarding these topics; ensuring the extended pastoral system is able to refer and support the teaching of all topics.

We ensure RSE fosters gender equality and LGBTQI+ equality by covering relevant case studies within our more general lessons on equality, inclusion and relationships, and allowing open appropriate conversations on the issue.

## Content

**Families** – pupils should know:

- 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 raising of children, including the characteristics of successful parenting.
- how to determine whether other children, adults or sources of information are trustworthy and 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.

**Respectful Relationships, including Friendships** – pupils should know:

- 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;
- 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 prison;
- 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, e.g. 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;
- 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/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.

### **Accessibility**

The content and teaching are tailored to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, the school ensures that teaching is sensitive, age-appropriate, developmentally-appropriate and delivered with reference to the law.

High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the Learning Differences Policy, when teaching these subjects to those with SEND.

To provide safe and effective practice, we ensure a safe learning environment by continuing to reinforce the ground rules of any Reflections lesson that there should be sensitive and appropriate questions and answers and that no person should have to contribute if they feel unable to. All staff teaching RSE will be supported by the Head of Reflections and the Pastoral Team.

All teaching of RSE will adhere to the school Safeguarding Policy with regards to sharing concerns and disclosures.

### **The Right to Withdraw**

Parents can request that their child/ren are not taught sex education other than that taught in science. Before doing so, parents will need to talk to the class teacher and view the teaching resources in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the Head of Reflections. A copy of withdrawal requests will be placed in the pupil's educational record.

Alternative work will be given to pupils who are withdrawn from RSE and the RSE curriculum will be shared with parents to ensure coverage if pupils are withdrawn. The RSE Policy will be shared with any parents who wish to withdraw their child. This right exists up to and until three terms before the child turns 16. Parents do not have the right to withdraw their child/ren from Relationships or Health Education.