

Relationships and Sex Education Policy

Tiffin School

Reviewed by:	SLT/HO
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Relationships and Sex Education Policy for Tiffin School

1. Introduction

We recognise that Sex and Relationship Education is lifelong learning about social, physical, moral and emotional development, with due regard for the value of family life, respect, love and care. RSE also emphasises diversity and personal identity. Relationship and Sex Education provides pupils with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. It encourages the development of personal and interpersonal skills, the awareness and respect of self and others and encourages reflection and responsibility. The knowledge and skills gained through the RSE provision are intended to help students to manage a healthy lifestyle, including the reduction of harm to self and others. The effective delivery of the policy contributes to our delivery of the SMSC aspects of School.

Documents that inform Tiffin's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Children and Social Work Act (2017)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

This RSE policy should be considered alongside Tiffin School's Child Protection and Safeguarding Policy and SMSC policy

2. The Programme

Tiffin has a commitment to ensuring that the programme is relevant to and inclusive of all students and is taught in a way that is age and stage appropriate. Our programme provides knowledge about the processes of reproduction and human growth as part of the National Curriculum in science. All pupils must follow this programme. The RE curriculum also examines some issues related to sexual ethics, the School Health Team and representatives from outside agencies may also be involved in the delivery of the programme. When using outside agencies, we follow DfE recommendations as well as recommendations from other schools. We review their websites and references. The 21st Century Life programme deals with the nature of sexuality and relationships. The programme encourages the acquisition of skills and attitudes that allow pupils to manage their relationships in a responsible and healthy manner. The programme is carefully structured and shows continuity between the years. The programme is delivered within a moral framework and pupils are encouraged to develop understanding of the value and importance of these issues.

We aim to develop attitudes and values through:

- promoting respect, value, love and care of themselves and others including respect for individual and cultural differences
- developing understanding and promoting sensitivity towards the needs and views of others and modelling appropriate behaviours;
- developing confidence to challenge discrimination based on sexual orientation and gender and address sexist or homophobic bullying
- discussing moral issues including concepts associated with right and wrong; encouraging responsibility for their own actions and promoting positive self-images;
- exploring responsibility to the school, their family, other diversity groups and the wider community.

We aim to develop personal and social skills through:

- learning how to share and cooperate with others
- experiencing being part of a community within the class, the school and the wider community, enjoying the benefits, and learning to accept the responsibilities this brings
- enabling pupils to express preferences, communicate needs, make decisions, choose options that other people act upon and respect
- supporting pupils in learning to understand appropriate and inappropriate behaviours and manage their own behaviour and emotions
- enabling pupils to make choices and deal with the consequences that these may bring
- enabling pupils to make choices based on an understanding/acceptance of differences and absence of prejudice.
- developing self-respect and empathy for others
- developing self-awareness and self esteem
- developing skills to manage potential conflict and upset
- learning how to assert oneself appropriately and so avoid abusive exploitation, and peer pressure.

We aim to develop knowledge and understanding through:

- developing body awareness and physical control
- developing a knowledge of gender, growth and development
- learning when privacy is appropriate and how to protect one's own privacy
- promoting a positive attitude to body changes around puberty and developing the skills needed to cope with them
- developing an understanding of physical feelings, including physiological responses to touch
- developing an understanding of own and others' sexuality, emotions and relationships
- develop an understanding of puberty, menstruation, sexuality, reproduction, contraception, and how to avoid unplanned pregnancies
- developing an awareness 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)

- develop an understanding of sex and the law 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 future relationships
- develop an understanding of sexual health, including STIs, and testicular cancer
- learning about healthy lifestyles and awareness of how RSE links with issues of peer pressure, risk-taking behaviour, such as drugs, smoking and alcohol
- understanding the potential impact of the porn industry on young people's self-esteem and understanding of fact and fiction
- understanding the facts and science relating to blood, organ and stem cell donation, immunisation and vaccination
- develop knowledge, understanding and skills to recognise and assess potential risks, on and off line, including sharing content, the impact of viewing harmful content, and understanding that sharing and viewing indecent images of children (including those created by children) is a criminal offence.

Program delivery

Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values. They will be made aware of the differences between fact, opinion, and cultural and religious beliefs.

Pupils are expected to engage fully in the RSE programme and to treat others with respect and sensitivity in lessons. Advice/information is part of the programme. Sensitive issues will be discussed in an open and honest way that is relevant both to individuals and to groups of young people and which reflects respect for all groups in society.

Pupils sometimes approach teachers with concerns related to sex & relationships; confidentiality is observed as much as possible, although teachers may have to make informed judgements about confidentiality and the individual pupil's needs and overall wellbeing, in line with the school Safeguarding and Child Protection policy. We will reassure students that staff will act in their best interests and that this may involve sharing of information if there is a risk or harm. Students will be told if information is to be shared and will be offered appropriate support. Teachers should consult with the DSL, Head of Year, SENCO and Headteacher as appropriate. Through KU19, the School Nurse is available to offer advice to young people on a one to one basis.

3. Pupil Withdrawal

The RSE policy is made available to parents. Under the 1996 Education Act, parents have the right to withdraw their children from part or all of non-National Curriculum RSE i.e. the significant proportion that falls outside the Science curriculum. Parents have the right to withdraw their children from this part of the 21st Century Life programme and alternative arrangements will be made for their children's supervision in accordance with standard practice for students unable to attend other lessons or trips. The request to withdraw must be made in writing to the Headteacher. In accordance with the February 2019 government guidance, from September

2020, the school will respect the parent's request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. The parents' choice to withdraw a child from RSE does not affect the child's right to use confidential health services provided at school or elsewhere.

4. Monitoring and Evaluation

It is the responsibility of the 21st Century Life Coordinator to monitor and coordinate the delivery of the programme and ensure that it follows DfE guidelines, with the link member of SLT. The RSE policy is approved by Governors. The school carries out annual self-evaluation of RSE, including the use of student voice to review and tailor the programme to match the needs of students. Any changes will be ratified by the governing body.

Annex 1

The statutory requirements for RSE from Jan 2021:

This is a list of 21 Century Life topics covered in each year group, including **RSE:**

Year Seven

- Self-Esteem
- Friendship
- **Types of Relationships**
- Bullying
- Peer pressure
- Resilience
- First Aid
- Healthy Eating
- E-Safety
- Stranger danger (Police)
- Personal hygiene
- Puberty
- Sleep and relaxation
- Physical exercise
- **Marriage and family relationships**

Year Eight

- Personal Strengths
- Benefits of being ambitious
- Communication skills
- Grooming

- Discrimination
- Racism
- Peer pressure
- Substances/drugs
- Body confidence and self-esteem
- Alcohol
- Smoking
- Gang and knife crime
- LGBTQ+
- Careers
- Healthy Relationships
- Sending nudes
- Disability

Year Nine

- Women
- Resuscitation
- Mindfulness
- Alcohol and first aid
- Careers
- Amnesty International and Write for Rights
- Vaping
- Finance
- Why people take drugs?
- Abuse in relationships
- Contraception and STIs
- Grooming and CEOP
- Delaying sexual intercourse
- Radicalisation
- Sex and the law
- Police Sexual offences and the law
- Menstruation

Year Ten

- School Nurse
- Catfishing
- Emotional Wellbeing
- Grooming for Gangs and County Lines
- Being an MP
- Drug types
- Gambling
- CSE power and control
- FGM
- SHEU survey

- A woman's viewpoint incl HSB
- Community and social responsibility
- Tolerance
- Finance, credit and debt
- Child on Child abuse
- Bias trolling and fake news

Year Eleven

- Radicalisation
- British Democracy
- Grooming for Gangs
- Finance
- Sex and Pornography
- Careers
- Police: Personal safety, drugs, law and joint-enterprise
- A-Level choices
- The British legal system
- Radicalisation
- Raising children