



MOUNT
KELLY

Relationship, Health and Sex and Education Policy (RSE)

Reviewed April 2021

Review Cycle Annual

Next Review March 2022

Policy Owners Deputy Head Pastoral (College), Deputy Head (Prep), PSHE Lead

1. Aims

The aims of relationship, health and sex education (RSE) at our school are to:

- Create a positive culture around issues of sexuality and what constitutes a healthy relationship
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements and a parent's right to withdraw

- In teaching RSE, we have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- We believe that children should not be withdrawn from sex education as our high-quality and age-appropriate provision helps children and young people learn about choice, control, consent, and sexual health. This will help them form strong and stable couple, family, social and professional relationships throughout their lives and enable them to take better care of themselves and future partners.

Prep

- You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.
- There are no sex education lessons taught at KS1 or 2.
- The science curriculum at KS3 includes content on human development, including reproduction, which there is no right to withdraw from.
- At KS3 'sex education' is introduced. If you do not want your child to take part in some or all of the lessons on 'sex education', you can ask that they are withdrawn.

College

- You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe
- Following discussion with the school, parents can withdraw their child from the 'sex education' elements of RSE.
- There is no right of withdrawal from National Curriculum science which includes elements of sex education such as puberty and reproduction.
- Three terms before they turn 16, a student can opt back into sex education lessons against their parents' wishes. The school has a duty to provide sex education during one of the remaining three terms.

Withdrawal Process

- If you do not want your child to take part in some or all of the Sex Education lessons delivered you can ask that they are withdrawn. You must put this request in writing to either the Head Master or the Head of Prep.
- The Head Master / Head of Prep will consider this request and discuss it with you, and will grant this in all but exceptional circumstances.
- Alternative work will be given to pupils who are withdrawn from RSE

3. Definition

- RSE is about the emotional, social and cultural development of pupils, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE will be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness.
- Family is defined as a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- RSE is not about the promotion of sexual activity.

4. Curriculum

- Our curriculum is set out as per Appendix 1 and will be adapted as and when deemed necessary.
- Organisation and content of RSE is predominantly through the PSHE Programme and Science lessons at KS2, KS3, and KS4, with support from professionals where appropriate.
- RSE within the PSHE curriculum is focused more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

5. Inclusion

Ethnic and Cultural Groups

- We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

- We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

- We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

6. Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

- Monitoring progress and attitudes
- Responding to the needs of individual pupils

The school will also invite visitors from outside the school, such as sexual health professionals, to supply support and training to staff teaching RSE.

7. Monitoring and Evaluation

- The PSHE lead will organise pupil feedback to the delivery of the PSHE element of the curriculum and make changes accordingly.
- The Deputy Head Pastoral (College) and Deputy Head (Prep) will engage with the Parental body on an annual basis via a parental engagement survey.
- It is the responsibility of the policy owners to check and evaluate RSE provision annually as part of the review of teaching and learning of this aspect of the curriculum.
- It is the responsibility of the policy owners to lead the review of the HRSE policy with governors via the Education and Safeguarding Committees.
- The Independent School's Inspectorate is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's Health, Relationship and Sex Education policy and its delivery.

Appendix 1

KS 1 & 2 RSE - Pupils will be taught:

<p>Families and people who care for me</p>	<ul style="list-style-type: none"> • 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.
<p>Caring friendships</p>	<ul style="list-style-type: none"> • 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.
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • 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.

<p>Online relationships</p>	<ul style="list-style-type: none"> • 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.
<p>Being safe</p>	<ul style="list-style-type: none"> • 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.

KS3 & KS4 Relationships and Sex Education – Pupils will be taught:

<p>Families</p>	<ul style="list-style-type: none"> • that 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 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. • 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 the raising of children, including 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 relationships is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships including friendships</p>	<ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (both on and offline) 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 (e.g. 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 tolerance and respect to others and others’ beliefs, including people in positions of authority and due tolerance of other peoples’ 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
<p>Online and media</p>	<ul style="list-style-type: none"> • 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 e.g. pornography often 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 jail. • how information and data is generated, collected, shared and used online.

<p>Being safe</p>	<ul style="list-style-type: none"> • 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).
<p>Intimate and sexual relationships including sexual health</p>	<ul style="list-style-type: none"> • 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 and menopause. • 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.

RSE National Curriculum Science

Key Stage 2	<p>Pupils will be taught:</p> <ul style="list-style-type: none">• about the physical and emotional changes which take place during adolescence
Key Stage 3	<p>Pupils will be taught:</p> <ul style="list-style-type: none">• that fertilisation in humans ... is the fusion of a male and a female cell• about the physical and emotional changes that take place during adolescence• about the human reproductive system, including the menstrual cycle and fertilisation• how the foetus develops in the uterus <p>how the growth and reproduction of bacteria and the replication of viruses can affect health</p>
Key Stage 4	<p>Pupils will be taught:</p> <ul style="list-style-type: none">• the way in which hormonal control occurs, including the effects of sex hormones• some medical uses of hormones, including the control and promotion of fertility• the defence mechanisms of the body• how sex is determined in humans