

## Relationships and Sex Education (RSE) Policy

### Academic year 2023-2024

#### Introduction and aims

The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) and Health Education meets all legal requirements expected of an establishment delivering secondary education. In addition, preparing pupils/students for a healthy and happy adult life is something here at Moreton Hall we feel passionately about. Furthermore, there is a need for good and non-harmful relationships amongst our boarders and an effective Relationship and Sex Education programme can encourage this.

This policy applies to all students in Senior School and there is a separate policy for Moreton Prep. This policy forms part of the curriculum delivered at Moreton Hall. We see the curriculum as, 'the total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards and understanding'.

A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes: Teaching, Learning and Assessment and is underpinned by Wellbeing.

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around sexuality and relationships.
- To ensure LGBTQ+ issues are discussed frequently, openly and to ensure that heteronormativity isn't the norm.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Help students understand that healthy relationships are an important part of wellbeing.

#### Statutory requirements

Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone. **As a Secondary school, we**

**must ensure that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education**

## **Policy development**

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – The PSHE lead teachers reviewed all relevant information, including but not limited to, relevant national and local guidance.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were introduced to the PSHE/RSE curriculum and invited to send questions to the Head of PSHE about the policy and offer commentary. It was made clear that although we couldn't remove any sections we were welcome to suggestions about what to include in addition. Many parents responded positively to the consultation and suggested topics they thought were relevant to their sons/daughters. An example of one of the topics suggested for inclusion by parents was the need to "be yourself", "swim in your own stream" and value their ability to not make decisions based on peer pressure.
- Student consultation – students were consulted about their RSE lessons in school to receive "student voice" - each year Simon Jones has a meeting with pupils/students from different year groups to discuss what they feel they want to know about and how the PSHE/RSE programme is going so far.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed in September 2024

## **Delivery of RSE**

Our RSE is taught as part of our Life Learning curriculum. The course is delivered to all students through discrete PSHE learning lessons taught by our PSHE teachers. There is one lesson of PSHE taught a week for all year groups. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers and/or trained health professionals from our wonderful Health Centre.

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 use
- Being safe
- Intimate and sexual relationships, including sexual health

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, LGBTQ+ 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).

## Assessment

In order to assess progress, in RSE we utilise the PSHE Association's recommended "Before and After" sheets. Students are encouraged to jot down terms, ideas and questions about a topic at the start of the lesson when given the title e.g. "puberty" or "contraception". At the end of the lesson, once the information has been given and the lesson is over, the same sheets are revisited using a different colour. Additions to their understanding are clear with the new colour and effectively show what has stayed with them.

## Roles and responsibilities

PSHE Lead Teacher: the person with responsibility for the overview and yearly evaluation of this policy is Simon Jones who has a PGCE in Citizenship and PSHE education. However, all staff are responsible for ensuring this policy is implemented and acted on. When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

The PSHE teachers are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE (**students/pupils are only allowed to be withdrawn from the Sex Education elements and not the Relationships and LGBTQ+ elements**).

RSE is not taught by Form Tutors and is delivered by an experienced PSHE team along with support from the Health Centre staff. In order to ensure that all of the PSHE team are able to deliver RSE lessons in a professional, confident and effective manner, we have inset delivered as recommended by the PSHE association and we utilise DFE training programmes for the topics being covered. The DFE training programmes are readily available to staff on the PSHE Firefly page.

## Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and PSHE programme is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the Head of Learning Support/ SENCO. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Moreton Hall School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

## Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education. For the duration of the RSE unit they will be supervised in an alternative venue.

## Reporting:

A written report will be issued to parents at the end of the RSE term (issued at the start of the Easter holidays). The report will convey how each pupil coped with the unit as well as celebrating their involvement, successes and maturity whilst completing the term.

## Follow up information:

All House Masters and House Mistresses are fully aware of the RSE programme and are updated as and when necessary if any changes take place to the schedule of lessons. In addition, if there is a need for intervention of some kind throughout the year, to tackle an issue raised in house this is quickly dealt with in the PSHE/RSE lessons. When something sensitive is being delivered in the RSE lessons, house staff are informed to ensure that they are prepared for any questions that may come as a result of the lessons delivered that week.

### **Relationships and Sex Education lessons - delivered in the Spring Term** **(each box is one distinct hour of teaching and learning)**

Remove	L4	U4	L5	U5
L13: Puberty: what happens when and why	L13: Menstrual wellbeing	L13: Starting out in a romantic relationship	L13: Managing healthy and unhealthy	L13: The role of intimacy and pleasure

			relationships 1	
L14: Puberty: Periods, what happens when and why	L14: Relationships and managing conflicts (lesson 7 in the Medway pack)	L14: Capacity to consent	L14: Managing conflict in relationships	L14: The RAP project video.
L15: Keeping good friendships	L15: Introduction to consent (coercion, persuasion, pressure)	L15: Preventing STIs	L15: Relationship abuse	L15: Pressure, persuasion and coercion
L16: Family relationships	L16: Safe sex contraception	L16: Contraception	L16: Family conflict	L16: My values
L17: Keeping safe and positive relationships	L17: Safe sex STIs HC	L17: Condom negotiation	L17: Contraception and STIs	L17: Unhealthy relationships
L18: Gender and sexuality LGBT+ History Month	L18: Gender and sexuality LGBT+ History Month	L18: Gender and sexuality LGBT+ History Month	L18: Family life lesson 1: relationships, marriage and parenting	L18: Pregnancy outcomes
L19: Consent	L19: Parenting	L19: Unplanned pregnancy and pregnancy choices	L19: Family life lesson 2: legal status of marriage	L19: Contraception and fertility
L20: Falling in love	L20: Testicular Health (Torsion and Cancer)	L20: Relationship expectations	L20: Family life lesson 3: parenting	L20: STIs
L21: Strategic Searching:	L21: Sexual orientation and gender	Floating lesson if needed - otherwise please teach e-safety lesson below	L21: Fertility and routes to parenthood	L21: Unplanned pregnancies and abortion



L22: Cyberbullying	L22: Safe online talk	L22: Identifying high quality sites	L22: Oops, I broadcast it on the Internet!	L22: Rights, Remixes and Respect
-----------------------	--------------------------	--	--	--