



## **POLICY 30**

# **RELATIONSHIPS AND SEX EDUCATION POLICY**

Policy reviewed by	Deputy Head, Health & Wellbeing
Governors' Committee	Education & Pastoral
Approval/Oversight	Oversight
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# TRURO HIGH SCHOOL

## RELATIONSHIPS AND SEX EDUCATION

### 1. Introduction

This policy applies to all pupils in the School, including those in EYFS.

Truro High School is committed to providing an education in personal relationships and sexuality (Sex and Relationships Education (RSE)) which is consistent with the Christian ethos of the School, and which promotes the spiritual, moral, cultural and physical development of all of its pupils. Within a Christian moral framework, it encourages exploration of values and moral issues; consideration of sexuality and personal relationships; and the development of communication and decision-making skills, which will prepare for the experiences and responsibilities of adult life.

The moral framework in respecting the beliefs of the School and the wider community, demonstrates the following values:

- Respect for self.
- Respect for others.
- Responsibility for one's own action.
- Responsibility for one's family, friends, school and the wider community.

This policy communicates clearly to staff, parents, visitors and pupils the manner in which RSE will be delivered in the School.

The policy should be read in conjunction with other school policies:

- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- SEND policy
- PSHE Policy.

### 2. Definition and Aims of RSE

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. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers](#) provides updated guidance on teaching of RSE in schools.

RSE is defined as:

- 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.

The aim of RSE at Truro High Senior School is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Based on the definition above, the aims of RSE at Truro High School are:

- To enable pupils to begin to understand the nature of human relationships.
- To enable pupils to see the importance of marriage and stable loving relationships for the bringing up of children.
- To prepare pupils for the changes which occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- To help pupils to stay healthy and safe as they move from childhood to adulthood.
- Helping to keep pupils safe from harm both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.

RSE has three main elements, all of which are important for a balanced programme.

### ***2.1 Attitudes and values***

Pupils will learn:

- The importance of values and individual conscience and moral considerations.
- The value of family life, marriage, and stable and loving relationships for the nurture of children.
- The value of respect, love and care.

They will also explore, consider and gain an understanding of moral dilemmas; and will develop critical thinking as part of decision-making.

### ***2.2 Personal and social skills***

Pupils will learn:

- To manage emotions and relationships confidently and sensitively.
- To develop self-respect and empathy for others.
- To make choices based on an understanding of difference and with an absence of prejudice.
- To develop an appreciation of the consequences of choices made.
- To manage conflict.
- How to recognise and avoid exploitation and abuse.

### ***2.3 Knowledge and understanding***

Pupils will learn that humans reproduce and develop an understanding of physical development at appropriate stages. They will also develop an understanding of the importance of being healthy in body, mind and relationships.

## **3. The Delivery of RSE**

RSE is of its nature cross-curricular, but it is specifically taught as part of the PSHE programme. In addition, the biological elements of reproduction are taught in Biology lessons in the Senior School.

The School Nurse delivers specific RSE lessons in Years 6-13; while an outside agency, Brook, delivers lessons to pupils Years 9-13. In other years, class teachers deliver content in PSHE and Science lessons.

### ***3.1 RSE in the curriculum***

<i>Year Group</i>	<i>Content</i>
Pre-Prep	Things you can and cannot change about yourself; human life cycle; different types of relationship (parent/child, friend, husband/wife); caring for one another.
Prep 3	Different types of relationships; how we change as we go through life.
Prep 4	Living and Growing Unit 1: 'Differences', 'How Did I Get Here?', 'Growing Up'.
Prep 5	Living and Growing Unit 2: 'Changes', 'How Babies Are Made'.
Prep 6	Living and Growing Unit 2: 'Changes' (repeat), 'How Babies Are Made' (repeat), 'How Babies Are Born'. In addition, the curriculum covers menstruation - products, what to expect, physiology, and open questions from pupils.
Year 7	To recognise healthy and unhealthy relationships and how to manage them. Puberty and feminine hygiene. Effect on the body and the use of sanitary products.
Year 8	Making sense of relationships and consent
Year 9	Brook- contraception. Barnardo's Healthy Relationships course.
Year 10	Brook- STI's, DK- Sex and Consent, Breast awareness and Emergency contraception – DK, Marriage- form tutors.
Year 11	Brook- Contraception, Long Term commitments and parenting – form teachers
Year 12	Brook- STI's and Contraception
Year 13	Health after school (includes information on cervical smears) – DK

By the end of the Prep School pupils should know:

#### **Families and people who care for me:**

- that families are important for children growing up because they can give love, security and 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. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
- 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.

By the end of the Senior School pupils should know:

### **Families:**

- 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 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.

### **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.
- 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 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:**

- 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 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.

### **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.
- 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:**

- 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.

## **4. Inclusion and Equal Opportunities**

The School recognises that those with special educational needs and/or disabilities may need to receive differentiated material and teaching styles as appropriate. The School is aware of the cultural diversity of its pupils and of the wider community, and educates pupils to understand and respect differences in customs and belief. The needs of EAL pupils are acknowledged, and teachers will ensure that materials will be presented in a clear and comprehensible way. Truro High School comply with relevant requirements of the Equality Act 2010 and do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

## **5. Partnership with Parents and the Right to Withdrawal from RSE**

Parents will be informed of the policy and what will be covered by email at the beginning of the academic year. We are committed to work closely with parents by providing information and advice through ParentMail and the school newsletter. The Governors oversee the policy and it is discussed annually in the Education & Pastoral Governor's meeting. The School recognises that RSE is the right and responsibility of the parent. It aims to provide RSE to support parents in fulfilling their responsibility.

The School writes to parents annually to make them aware of the content of RSE lessons to be covered that year. The aim is to ensure parents have sufficient warning of lessons to allow them to raise any concerns or to seek further information on the content of lessons.

Parents have the right to withdraw their daughter from sex education which is not part of the Science curriculum in both the Prep School and Senior School. They can do so by writing to the Headmistress. On receipt of such a letter, she will invite the parents to a meeting, at which the Headmistress will explain clearly what the School's policy is and seek to accommodate the wishes and/or concerns of the parents. If this is not possible, the pupil will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided.

## **6. Confidentiality and Advice**

The School recognises that the RSE programme can raise issues in which advice and confidentiality may be necessary.

The School believes that its duty is to provide a general education on pastoral matters and issues and not to offer individual advice, information and counselling on aspects of sexual behaviour and contraception. Sources of professional information and advice, however, are identified when appropriate. Teachers can provide pupils with education about where and from whom they can receive confidential sexual information and advice, but they should not give advice themselves. They should direct pupils to the School Nurse or to professionals outside of school, such as a GP or Family Planning Clinic.

The School Nurse provides sexual health services and advice. She is supported in this by local sexual health NHS organisations and receives six-monthly supervision, training and updates.

If a member of staff has a child protection or safeguarding concern, he/she must refer this to the School's DSL. He/she can also contact the MARU directly. See the School's Child Protection and Safeguarding Policy for details.

## **7. Science Curriculum**

The statutory requirement for the science curriculum is that by the end of Key Stage 3 (Year 9), young people will know:

- that fertilisation in humans is the fusion of a male and 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.
- how the growth and reproduction of bacteria and the replication of viruses can affect health.

By the end of Key Stage 4 (Year 11) young people are expected to understand '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.'

## **8. Monitoring, Evaluation, Assessment and Review**

The RSE programme will be monitored by the Deputy Head, Health & Wellbeing and the Head of Prep, Senior Deputy Head.

Evaluation of the RSE programme is conducted using:

- Lesson observations
- Form tutor lesson evaluations
- Discussions with teachers delivering RSE.
- Student voice through evaluations at the end of the year and student council
- Parental feedback via annual school survey



- Head of PSHE meets with Deputy Head to analyse the RSE evaluations with staff, parents and pupils in their bi-weekly meeting and make any changes when needed or annually.
- Head of PSHE meets with school nurse who delivers RSE to analyse the feedback and make any changes when needed or annually.

Assessment:

- The main assessment of learning is carried out via end of term quizzes.
- Tutors and staff delivering RSE also do verbal assessments within lessons such as quiz type questions and answers.

This policy will be reviewed at regular intervals, as well as in response to:

- Feedback from pupils/tutors/parents
- Feedback from the School Nurse.
- Changes in the statutory requirements or guidance issued.