

# SUMMERHILL SCHOOL

## Relationships and Sex Education Policy

<b>Member of Staff Responsible for Policy</b>	Tim Harris (Headteacher)		
<b>Review Committee</b>	Curriculum and Standards Committee		
<b>Approving Body</b>	Full Governing Body		
<b>Review Cycle</b>	Bi-annually or sooner should the need arise.		
<b>Date Ratified by FGB</b>	2025	<b>Next Review</b>	2027

### Aim of this Policy:

The aim of this policy is to set out the key principles underlying the school's approach to Relationships and Sex Education (RSE).

### What is Relationships and Sex Education? (RSE)

*Relationships and Sex Education will build on the teaching at primary. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. At Summerhill we will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.*

Governors of maintained secondary schools in England and Wales have a responsibility to provide a Relationships and Sex Education programme, in accordance with statutory guidance. Governors have a legal responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents.

### 1. Purpose of RSE

- To provide accurate information about and increase understanding of sexual development
- To develop a sense of mutual respect and care for others
- To develop understanding of what healthy and unhealthy relationships look like
- To increase students self-esteem
- To equip students with the knowledge and skills needed to make informed choices about their own relationships
- To develop skills such as communication, risk assessment, managing relationships, decision making, assertiveness and seeking help
- To provide opportunities for students to consider the consequence of unplanned pregnancy

## **2. RSE will be delivered through:**

- The Science curriculum – biology, reproduction, fertility
- The Religious Education curriculum – moral issues and religious perspectives on marriage, relationships, contraception and abortion
- A programme of PSHE to be delivered through Global Learning and Reflection time.
- Bespoke support, advice and counselling which will be offered to individuals or groups of students in response to identified or perceived needs

**Headteacher's and Governor's are responsible for ensuring that suitable materials are used in the teaching of RSE**

## **3. RSE content**

### **By the end of Secondary School:**

Schools should continue to develop knowledge on topics specified for Primary as required **and in addition** cover the following content by the end of Secondary:

### **Families – Students should know :**

- 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 the relationships of others); and how to seek help or advice, including reporting concerns about others if needed.

### **Respectful relationships including Friendships – Students 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 (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 to 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.

### **Online and Media – Students 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 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 – Students 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 context, including online)

### **Intimate and sexual relationships, including sexual health – Students 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 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

## **The Law**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls/men and boys
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)

- hate crime
- female genital mutilation (FGM)

### **Parental Right to Withdraw Children From RSE**

All parents will be informed of the schools RSE programme via a letter sent near the start of each school year. They are invited to contact the designated RSE co-ordinator if they have any concerns or queries. The responsibility for withdrawal will be with the parent / carer who will need to inform the school of their decision.

Parents cannot withdraw their 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.

If parents do not want their child to take part in some or all of the Sex Education lessons delivered at secondary, they can ask that they are withdrawn. The Head Teacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, a child can choose to receive Sex Education if they would like to, and the school will arrange for the child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

### **4. Confidentiality**

Teachers should not encourage students to disclose information 'in confidence' that they may have to pass on at a later stage. Wherever possible, teachers should make clear to students where the boundaries of confidentiality lie before students make personal disclosures. All staff are made aware of the correct procedures and protocols in response to sensitive information.

Teachers are contractually bound to disclose information about physical or sexual abuse of children and young people to their designated child protection member of staff and/or Social Services.

### **5. LGBTQ+**

RSE should include discussion of LGBTQ+ in a sensitive manner and as it does with heterosexuality, should include positive representations of homosexual people. Wherever possible discussion of LGBTQ+ issues should be integrated into RSE work rather than being dealt with in a one-off session. It is important to encourage tolerance and understanding and not demean or encourage prejudice against people whose sexuality is not shared by the majority.

Challenging any form LGBTQ+ issues forms part of the schools approach to equal opportunities. Incidents of either will be dealt with in line with procedures specified in the Anti-bullying policy

## **6. 1 To 1 Support For Young People**

Where individual support is needed the pastoral team will give individual support and work with families if appropriate, they will liaise with the appropriate agencies from multi agency support services and the LA and the Child Protection officer and social services where necessary.

### **Monitoring Metrics**

Monitoring will be carried out by Mrs Rachel Eardley (Lead Teacher of Global Learning) who will ensure that the school meets the statutory requirements for the delivery of Relationships and Sex Education. The policy will be reviewed every two years unless there are changes to Legislation

The policy will also be monitored by the Link Governor for RSE, Inclusion and Diversity.

### **Documents in Support of this Policy:**

It is recommended that staff and governors familiarise themselves with the following documents:

- Relationships education: Relationships and sex education (RSE) and Health education (DfE 2019)
- Ofsted report on PSHE and the teaching of SRE 2013 'Not Yet Good Enough'
- Sex and Relationships Education (SRE) for the 21st Century - PSHE Association
- Sex and Relationships Education in Schools (England) House of Commons Briefing Paper July 2016
- DfE policy statement SRE 2017