

Maiden Erlegh Trust

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY (SECONDARY)



MAIDEN ERLEGH
TRUST

Including local arrangements in annexes for:

MAIDEN ERLEGH CHILTERN EDGE SCHOOL

Initial approval:	2009
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Rationale

Maiden Erlegh Trust schools are inclusive schools and so we believe that all members of our community are of equal worth. At Maiden Erlegh Trust schools our aim is that everyone:

- is respected and respects others
- takes part in the life of the school
- achieves to their potential
- develops skills essential to life
- can exercise choice

These aims underpin this policy which is also key to promoting students' spiritual moral, social and cultural development.

The importance of sexual relationships in life is such that sex education must play a crucial part in preparing young people for their future lives as adults and parents.

We recognise the important role of family, friends, media, advertising, community support groups and previous educational experiences on the development of people's physical and mental well-being.

This Relationships and Sex Education (RSE) Policy has been drawn up with reference to the Equality Act 2010 and Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers September 2020.

This is new guidance outlining what must now be taught in secondary schools (see Annex 1). This did not make any demonstrable difference to our schools since this material was already included in the PSMSC curriculum. Parents were nonetheless advised of the introduction of the new guidance and were invited to contribute their views and opinions about any aspect of its delivery.

Values

RSE does not attempt to prescribe values and standards on students; the Trust believes that these come primarily from the home, but they recognise that the school will inevitably influence how students determine their values and standards and exercise their responsibilities in life.

At Maiden Erlegh Trust Schools we believe that RSE is about students understanding the importance of stable and committed relationships based on mutual respect and love, including marriage, and the importance of family life.

It is also about the teaching of sex, sexuality, and sexual health; but is not about the promotion of sexual orientation or sexual activity.

Delivery of RSE

All students have the opportunity to participate in a Relationships and Sex Education programme which is delivered through the National Curriculum (Science), RE and PSMSC lessons in all years (*see curriculum website pages for details*).

PSMSC lessons will help students by preparing them for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- be aware of their sexuality, and understand and respect all human sexuality
- have the confidence and self-esteem to value themselves and others and to respect individual conscience, and the skills to judge what kind of relationships they want
- understand the arguments for delaying sexual activity
- understand the consequences of their actions and how to behave responsibly within sexual and other social relationships
- communicate effectively; have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV
- understand the reasons for having safe sex
- avoid being exploited or exploiting others
- be aware of the dangers of social media for exploitation and sexting
- avoid being pressured into unwanted or unprotected sex
- access confidential sexual health advice, support and, if necessary, treatment
- know how the law applies to sexual relationships

RSE is taught by a team of committed teachers who meet regularly to review the programme and to update resources. The teaching staff concerned with the delivery of sex education empathise with the policy, have a sympathetic approach and the necessary personal skills.

It is the responsibility of teachers to:

- Plan and deliver sex and relationships education according to the school's written policy.
- Give information about appropriate health professionals or clinics to visit.
- Avoid individual advice regarding any aspect of sexual health including contraception.
- Not to guarantee complete, unconditional confidentiality.
- Follow the school's procedures in suspected cases of abuse.

In their delivery of lessons, teachers will be sensitive to students' age, gender, sexual identity, cultural and religious beliefs as well as Special Educational Needs.

Relationships and Sex Education is delivered primarily through the National Curriculum (Science), RE and the PSMSC programme in all years.

The governing body, parents and students are encouraged to play a part in ensuring that RSE addresses the needs of the students and parents, as well as community health priorities. We work closely with health and other professionals to provide training for staff, access to resources and deliver bespoke sessions for students.

Right of withdrawal

have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Except in exceptional circumstances, the school will respect the parents' request to withdraw the 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. There is no right to withdraw from Relationships Education or Health Education.

Parents may, however, exercise a right of withdrawal from these lessons if the content is not part of the national curriculum (Section 405 of the Education Act 1996). This is explained to them in a letter outlining the RSE course for their child's year group.

If parents wish to exercise their right to withdraw their child from RSE, they should inform the Headteacher in writing. If a student is excused from sex education, the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

Monitoring

Monitoring and evaluation of the programme is undertaken by the Senior Leadership Group.

Annex 1 – What schools must cover (taken from the DfE statutory RSE guidance)

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 others' relationships); 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 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

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 contexts, 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.

Annex 2 - PSMSC Programme

Our PSMSC Programme is delivered in dedicated weekly 1 hour lessons in Year 7,8,10 and 11 and fortnightly 1 hour lessons in Year 9. The structure of this programme is derived from the PSHE Association programme, which is recommended by the Department for Education. There are two blocks of RE included within the programme.

An overview of the programme can be found below and on our website. Theme	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1a: Emotional Wellbeing	Transition, Person Qualities and Self Esteem <ul style="list-style-type: none"> Personal Strengths Confidence Self esteem Accepting and acting on feedback Personal circumstances and how these change 	Relationships <ul style="list-style-type: none"> Different types of relationships Relationships in different cultures Bullying Abusive Relationships Media vs Real Life 	Mental Health <ul style="list-style-type: none"> Emotional and mental health Anxiety and depression Self Harm Eating disorders Triggers Coping strategies 	Exam Preparation <ul style="list-style-type: none"> Revision Techniques Revision Plan Managing Stress Mindmapping 	Exam Preparation <ul style="list-style-type: none"> Revision Techniques Revision Plan Managing Stress Mindmapping
Term 1b: RE	Weeks 1-4: Ultimate Questions	Weeks 1-4: Religious Beliefs (Buddhism)	Weeks 1-4: Religious Beliefs (Islam)	Weeks 1-4: Peace & Conflict	Weeks 1-4: Medical Ethics
Careers, Work Experience and Work Related Learning	Weeks 5 - 7 Enterprise Opportunity <ul style="list-style-type: none"> Ambition Enterprise Identifying opportunities 	Weeks 5 - 7 Work Role and Career Pathways <ul style="list-style-type: none"> GCSE Options Strengths and Weaknesses Career Pathways Local Labour market 	Weeks 5 – 7 Reputation and Personal Brand <ul style="list-style-type: none"> Personal brand Online presence and reputation 	Weeks 5 - 7 Preparation for Work <ul style="list-style-type: none"> Employment skills Interviews Education, work and apprenticeships 	Weeks 5 - 7 Your Rights @ Work! <ul style="list-style-type: none"> Harassment Employer and employee responsibilities Unions

	<ul style="list-style-type: none"> Business Skills – marketing, risk, etc. Employment Laws 	<ul style="list-style-type: none"> Support 	<ul style="list-style-type: none"> Effects of gambling Consumer power Young consumer 	<ul style="list-style-type: none"> Curriculum Vitae Application Forms 	<ul style="list-style-type: none"> Customer services Corporate brand Careers interviews
Term 2a: British Values	Family and Introduction to British Values <ul style="list-style-type: none"> Different relationships Nature of and importance of relationships Marriage and Civil Partnerships Forced Marriage Being a carer When relationships change 	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith <ul style="list-style-type: none"> British Values British Identity Multicultural Britain Immigration and Emigration Celebration different cultures 	Individual Liberty and Rights <ul style="list-style-type: none"> Human rights Rights of the child Stereotypes Prejudice Discrimination Equality 	The Rule of Law <ul style="list-style-type: none"> Law, crime and punishment Going to court Real cases Antisocial behaviour ASBO 	Democracy <ul style="list-style-type: none"> Structure of government Political parties Manifestos Elections
Term 2b: RE ----- Citizenship and Community	Weeks 1-4: Can One Person Make a difference? ----- Weeks 5-6 Personal Values <ul style="list-style-type: none"> Setting personal targets Personal Core Values Core Values of School and Community Learner identity Study Skills 	Weeks 1-4: Religious Beliefs (Sikhism) ----- Weeks 5-6 Behaviour and Communication <ul style="list-style-type: none"> Positive relationships Communication Debating Team working Negotiation Conflict resolution 	Weeks 1-4: Is death the end? ----- Weeks 5-6 Place in the Local Community <ul style="list-style-type: none"> Diversity Ethnicity Religion Visible and invisible disability 	Weeks 1-4: Environment ----- Weeks 5-6 Extremism and Tolerance <ul style="list-style-type: none"> Discrimination and bigotry Extremism Radicalisation Role of communities Accessing support 	PSMSC programme suspended: Exam Intervention
Term 3a: Personal Health	Self-Care <ul style="list-style-type: none"> Personal Hygiene Physical activity and exercise Life balance – work, leisure, exercise Importance of Sleep Accessing health services 	Drugs <ul style="list-style-type: none"> Legal and illegal drugs Law relating to drugs Peer Pressure 	Cosmetic Surgery <ul style="list-style-type: none"> Male and female body image Media vs. real life Body piercing Tattoos Sun Lamps Cosmetic surgery 	Sex <ul style="list-style-type: none"> Sex and the media Consent, respect and boundaries Pornography Impact of drugs and alcohol on behaviour Harassment Stalking Faith and beliefs 	PSMSC programme suspended: Exam Intervention

<p>Term 3b: Risk and Safety</p>	<p>Road and Cycle Safety (including First Aid)</p> <ul style="list-style-type: none"> • Road and cycle safety • Use of mobile phone whilst walking • Managing risk – entering derelict buildings, swimming in a lake, etc. • First aid and life saving skills 	<p>e-Safety</p> <ul style="list-style-type: none"> • Sharing images • The law • Power of sharing • Sexting • Online gaming • Kayleigh’s Love Story • Grooming 	<p>Healthy Relationships/Unhealthy</p> <ul style="list-style-type: none"> • Healthy relationships • Forced marriage • Honour based violence • Ending relationships • Peer Pressure • Gangs • Knife Crime 	<p>Parenting</p> <ul style="list-style-type: none"> • Teenage pregnancy • Having a baby • Parenting • Abortion • IVF, Adoption and Fostering 	<p>GCSE Exam Period</p>
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