



**The
Haven
School**
Wolston

'A place to belong'

Relationship & Sex Education (RSE) Policy

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1. Purpose and aims

The Haven School Wolston is committed to promoting standards of sexual behaviour based on loving and respectful relationships. The School aims to promote a responsible attitude to sex among young people. The aims of the Sex and Relationships Education Policy are to:

- Clarify the provision of Sex and Relationships Education to all pupils;
- Set out the statutory provisions;
- Ensure that the Relationships and Sex and Relationships Education provided by the School supports the personal and social development of all pupils; and
- Explain the responsibilities.

2. Responsibilities of the School

In April 2022 the government guidance on relationships education, relationships and sex education (RSE) and health education became statutory.

In addition to the above requirement, by virtue of the provisions of the [Equality Act 2010](#), [Part 3 of the Independent School Standards Regulations 2014](#) and the DfE statutory guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) the School must safeguard the welfare of pupils.

The Haven School Wolston will ensure that pupils acquire the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know how and where to access support.

Pupils will be given accurate information and helped to develop skills to enable them to understand difference and respect themselves, others and for the purpose also of preventing and removing prejudice. Pupils will be taught to understand human sexuality, learn the reasons for delaying sexual activity, the benefits to be gained from such delay and learn about obtaining appropriate advice on sexual health.

Sex and Relationships Education will contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at the School, in society and preparing them for the opportunities, responsibilities and experiences of adult life.

Sex and Relationships Education will not encourage early sexual experimentation. It will teach young people to understand human sexuality and to respect themselves and others. It will enable young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity.

The biological aspects of human reproduction as part of the National Curriculum remain compulsory for all pupils, but parents may withdraw their children from any other part of the School's Relationships and Sex and Relationship Education programme without giving reasons.

Consent or otherwise will be secured through an easy-to-read direct format and the responses logged in a secure auditable way. The details of what the withdrawal of consent entails will be made clear to parents.

The School will be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those pupils with SEND. It will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Sex and Relationships Education 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

It is School policy that the views of parents must be borne in mind when developing a Sex and Relationships Education Policy. The School will ensure that parents are invited to comment on the extent to which the Policy reflects their wishes. The Headteacher will determine how best to involve parents.

As well as fulfilling the legal obligations, the School will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the School can fulfil its legal obligations

3. Morals and values framework

The School's approach to Sex and Relationships Education will be conducted within a clear morals and values framework, within legal parameters and based on the following principles:

- The value of stable and loving relationships;
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views;
- The development of relationships, including sexual relationships, based on mutual consent rather than coercion;
- The right not to be abused by other people or taken advantage of; and

- The right of people to follow their own sexuality, within legal parameters.

4. Sex and Relationships Education Provision

The School has a key role, in partnership with parents/carers in providing Sex and Relationships Education. It is delivered through the Science and PSHE and curriculum.

The School's Sex and Relationships Education programme, which supports the personal and social development of all pupils, is designed to ensure that they have the ability to accept their own sexuality, that of others, to express their sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse.

The objectives of the Sex and Relationships Education programme are as follows:

- To explore what pupils know, understand, think and feel and to identify their needs;
- To encourage unembarrassed acceptance of sexuality by using appropriate words for all parts of the body and encouraging positive attitudes to all bodily functions;
- To create an atmosphere where questions and discussion on sexual matters can take place without embarrassment;
- To counteract misleading myths and folklore;
- To provide constant reassurance that change is part of the life cycle and to give help in adjusting to such change;
- To enable pupils to accept variation in rates of growth and development (physical, emotional, social) and in ages when puberty or social activities develop;
- To learn to respect each other as individuals and to encourage boys and girls to understand, honour and respect one another;
- To learn to respect the broad spectrum of spectrum of sexuality and not to judge or hold prejudice views against members of the LGBTQ+ community;
- To recognise the value of loving and caring relationships and the place of intimacy within them;
- To appreciate the value of family life, the implications of parenthood and the needs of the very young;
- To understand and respect cultural and religious influences on individual sexuality;
- To help children know their rights and responsibilities;
- To promote personal safety and self-esteem so that young people are able to resist unwanted touch or advances and can communicate about such matters and seek advice;
- To recognise what sexual violence and sexual harassment are;

- To develop growing understanding of risk and safety and the motivation and skills to keep themselves safe;
- To recognise the issues of FGM and forced marriages;
- To be aware of online and mobile dangers, such as sexting and sending personal photographs;
- To be aware of sources of help available to them and to acquire the skills and confidence to use them; and
- To be aware of the law on sexual behaviour.

The Sex and Relationships Education programme will teach about relationships, love and care and the responsibilities of parenthood as well as sex. Young people need a clear understanding of the arguments for delaying sexual activity and resisting pressure. It may be necessary to link Sex and Relationships Education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol, and ensure that young people understand how the law applies to sexual relationships.

Teachers have a responsibility to ensure the safety and welfare of pupils, and because teachers are considered by the law to act ‘in loco parentis’ (in place of parents), parents need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of Sex and Relationships Education.

Pupils need to be taught to behave responsibly towards sex and relationship issues and be able to make informed decisions. For this reason, it is the School’s policy to consult with pupils on this Sex and Relationships Education Policy.

In order to help pupils make informed choices, establish a healthy lifestyle and build up a system of values, the teaching methods used are as important as the content of the lessons. The participation of pupils in lessons is essential in order to encourage them to learn from others and to help them to use appropriate language in ways which are understood by others. This requires the use of a balanced range of teaching methods.

5. Teaching methods

Sex and Relationships Education will be delivered in a variety of ways and by different specialists as well as teachers.

The programme of study for Sex and Relationships Education will demonstrate:

- **Progression:** This extends from Key Stage 3 to Key Stages 4 and 5 with language, concepts and content increasing in depth and complexity as the pupils mature physically, intellectually, emotionally and socially;
- **Relevance and differentiation:** Teachers come to know the levels of development of their pupils and can draw out existing knowledge and needs and to build on them appropriately; and

- **Integration:** Sex and Relationships Education will be integrated as appropriate into the School's general curriculum.

A Sex and Relationships Education programme is not just what is "taught" in the classroom. Young people learn much from the overall ethos of the School, the attitudes of staff, relationships, their gender and other factors and experiences. It is important that all staff, whether directly involved in the programme or not, discuss the School's approach to Sex and Relationships Education in the broadest possible sense. With increased understanding and support, most teachers and staff should feel able to make some positive contribution to the "whole" curriculum.

It is an essential part of the Sex and Relationships Education Policy that the following ground rules are observed in all teaching about sex and relationships:

- No-one (teacher or pupil) will be required to answer a personal question;
- No-one will be forced to take part in any discussion;
- Only the correct scientific name for body parts will be used; and
- Meanings of words will be explained in a sensible and factual manner.

6. Pastoral support

Sexuality is an important part of living and learning but it may present some individuals with worries and tension at certain times in their lives.

The quality of support available for individual pupils who may be worried or disturbed by some aspect(s) of their development, relationships or environment is of prime importance.

Good teachers have always taken a pastoral interest in the welfare and well-being of children and young people.

Care will be taken in the School to provide counselling and advice to individual pupils, particularly about their sexual behaviour, and will not trespass on the proper exercise of parental rights and responsibilities. Skilled judgement will be used to know when to counsel pupils and how to refer them for specialist counselling and support. There will be access to support for teachers in a pastoral role.

Consent is not required in the context of preventative or counselling services offered directly to a child. The School will ensure that all communications with a child on welfare topics are clear and easy to understand regarding consent to care and processing of information.

7. Morals and morality

Morals and morality are essential dimensions of sexuality and relationships. The Sex and Relationships Education programme in the School will respect individual

differences inspired by cultural, religious, ethnic and family backgrounds; it will also endeavour the School to promote those values of respect and dignity for human life which are common to all faiths and societies.

8. 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. The School will ensure that pupils know what is right and wrong in law and will 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. Pupils will 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;
- Online behaviours including image and information sharing (including sexual harassment, 'sexting', youth-produced sexual imagery, nudes, etc.);
- Pornography;
- Abortion;
- Child on child abuse:
- Sexuality;
- Sexual abuse;
- Sexual violence;
- Extra-familial harms;
- Understanding harmful sexual behaviour;
- 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; and
- Female genital mutilation (FGM)

9. Relationships

Relationships have an important part to play in Sex and Relationships Education. Friendship, making relationships and valuing friendship will be topics in the early part of the programme. Choosing a partner, assessing personal qualities, considerations before marriage, together with relationships within the family, will be considered

together with roles, avoidance of stereotyping and acknowledging different attitudes and influences.

Forced marriage is an ever-growing concern and staff at the School will be encouraged to spot early signs that a pupil may be about to be forced into marriage. The [Forced Marriage \(Civil Protection\) Act 2007](#) has been strengthened by new legislation, introduced by the government in June 2014, which states that forcing someone to marry against their will is now a criminal offence.

10. Contraception

The Sex and Relationships Education programme at the School will include providing pupils with information about different types of contraception, safe sex and how they can access local sources of further advice, help and treatment. However, teachers may not give advice on contraception on a personal and individual basis to those pupils under 16 years of age for whom sexual intercourse is unlawful. Teachers must advise pupils to seek advice from parents, GPs and local sexual health clinics.

11. HIV/AIDS and sexually transmitted infections

The Relationships Education and Sex Education and Relationships programme in the School will include teaching pupils about safer sex with the aim to reduce the incidence of HIV/AIDS, STIs and unplanned pregnancies.

The programme will include:

- Providing pupils with information and knowledge about HIV/AIDs and STIs;
- Teaching pupils what is risky behaviour and what is not;
- Teaching pupils how HIV and STIs are contracted and how to prevent them;
- Informing pupils about condom use and safer sex in general;
- Teaching pupils assertiveness skills for negotiating relationships to enable them to avoid being pressured into unwanted or unprotected sex;
- Providing factual information about safer sex and the skills required to enable them to negotiate safer sex; and
- Teaching pupils about the long-term physical and psychological health consequences of HIV/AIDS and STIs.

The publicity in public health campaigns and strong media attention has placed AIDS into the vocabulary of even very young children.

Pupils in all age groups will be taught the difference between HIV and AIDS, modes of transmission, basic hygiene and risky behaviours. Younger pupils will be taught the dangers of picking up discarded needles or any skin piercings; older pupils will also be taught the dangers of sharing needles and specific sexual behaviour. All pupils will be taught that there are no risky groups, but rather only risky behaviours, and that there is no danger from encountering persons with AIDS during any normal social contact.

12. Female genital mutilation (FGM)

This subject has received increased prominence and publicity and, although the practice is largely confined to the African sub-continent, there is clear evidence that incidences do occur in the UK within certain ethnic groups.

The School will address the issue of FGM within the Sex and Relationships Education programme. Since October 2015, the mandatory reporting of FGM has been in force. This means teachers at the School have a [legal duty](#) to report any cases of Female Genital Mutilation (FGM) to the police. In a change to the [Female Genital Mutilation Act 2003](#), they will have to report any 'known' cases of FGM where pupils are under the age of 18s. 'Known' is defined as where a girl informs them that this has taken place or where physical signs appear that do not seem to be from any surgical procedures.

The School Board will ensure that the Headteacher has introduced procedures for identifying and reporting FGM and that they will monitor those procedures to ensure they are understood and effective.

13. Abortion

Abortion is an emotive issue and in the School all teaching on abortion as part of the Sex and Relationships Education programme will present a balanced view which respects a range of religious beliefs and which takes into account the law relating to abortion. Teaching will provide an opportunity to distinguish between fact and fiction (e.g., the stage at which human life commences) to enable pupils to know and understand about abortion, will explore the dilemmas and will enable pupils to develop the communication skills to discuss it with parents and health professionals.

14. Aspects of sexual behaviour raised outside the sex and relationships education programme

The teaching of seemingly unrelated topics in other areas of the curriculum may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the School's Sex and Relationships Education programme.

In such cases, particularly since they may involve pupils whose parents have withdrawn them from Sex and Relationships Education as such, teachers will balance the need to give proper attention to relevant issues with the need to respect pupils' and parents' views and sensibilities.

The School expects that teachers will draw upon their professional judgement and common sense to deal effectively with such occurrences and that they will be conversant with this Policy and act in accordance with it.

15. Homosexuality

The School will include teaching on homosexuality as part of sexuality in the Sex and Relationships Education programme. The School requires all staff to take account of the anti-discrimination provision in the Equality Act 2010 and to ensure that any information about sexual orientation is fair and balanced.

16. Physical development

The awareness of self and physical changes that occur are important in Sex and Relationships Education and will be taught in the School's programme, including development (physical/mental and social development), puberty and acceptance of the nature of the sexuality of others together with the pressures imposed by, for example, by peers and the media.

17. Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils will be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, the School will also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including requests for menstrual products.

18. Sensitive issues

Avoiding sensitive or controversial issues does not make them go away and leaves children and young people confused and at risk. The School will include discussion of topics such as contraception, abortion, homosexuality, HIV/AIDS and other sexually transmitted infections in the Sex and Relationships Education programme.

19. Visiting speakers

Visiting speakers may be used to help enhance the Sex and Relationships Education programme in the School. Where they are used, they will be required to conform to this Policy. Health professionals are bound by their professional codes of conduct in a one-to-one situation with individuals but, in a classroom situation, they should follow all School policies.

20. E-safety

All staff at the School will be made aware that they should be integrating content on e-safety into their lessons where appropriate, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

21. Confidentiality

As a general rule all information about individual pupils will be kept confidential by the School. However, School staff are obliged in the interests of safeguarding to pass on any information about a pupil that suggests that they may be at some risk of harm.

Pupils will be reassured that their best interests will be maintained. However, staff cannot offer or guarantee absolute confidentiality. If confidentiality has to be broken, the pupil will be informed first and then supported, as appropriate. It would be appropriate to tell a pupil that the ONLY person who will be informed in the first instance will be the 'designated teacher'.

It is only in the most exceptional circumstances that the School may be in the position of having to handle information without parental knowledge. This will be grounds for serious concern and child protection issues will need to be addressed. Pupils will be encouraged to talk to their parents and given support to do so. If there is evidence of abuse, the School's Safeguarding and Child Protection Policy will be adhered to, ensuring that pupils are informed of sources of confidential help.

22. Training

All staff at the School, as appropriate to their role, are provided with appropriate ongoing training and support to help them deliver effective Sex and Relationships Education.

23. Staff responsibilities

Headteacher

The Headteacher is responsible for:

- Advising the School Board on the Sex and Relationships Education Policy and its implementation and impact at the School;
- Ensuring that an appropriate programme of study is drawn up and implemented;
- Ensuring that this Policy is followed by all appropriate staff;
- Ensuring that staff, pupils and parents are aware of this Policy and the programme of study.

All Staff

All staff, as appropriate to their role, are responsible for:

- Ensuring that any teaching of Sex and Relationships Education or any advice and guidance they may give to pupils is in accordance with this Policy; and
- Participating in any training provided.

24. Equality, diversity and inclusion

In developing and implementing programmes of study under this Policy, the School will take into account its Equality, Diversity and Inclusion Policy.

25. Policy review

The School will monitor and review the implementation and impact of this Policy annually. This may occur earlier should there be a change in legislation, statutory guidance or an event or incident in the School which makes this necessary.

