



# The Royal School

*Wolverhampton*

## Relationships and Sex Education (RSE) Policy

Author	Eleanor Williams/Chris Howells
Job title	Subject leader PSHE/Assistant Principal Sixth Form
Signed	
Date	September 2023
Version no.	4
Next review date	September 2024
Review frequency	Annually
Approving body/committee	Data, Standards and Achievement Committee
Date approved	
Target audience	Staff and parents

## **Key changes to version 4 of the policy**

## Contents

1. Aims.....	4
2. Statutory requirements.....	4
3. Definition.....	4
4. Curriculum.....	4
5. Delivery of RSE.....	4
6. Roles and responsibilities .....	5
7. Parents' right to withdraw.....	6
8. Training.....	6
9. Monitoring arrangements .....	6
Appendix 1: Curriculum map.....	7
Appendix 2: By the end of secondary school pupils should know .....	13
Appendix 3: Parent form: withdrawal from sex education within RSE .....	17

## 1. Aims

The aims of relationships and sex education (RSE) at The Royal School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- 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.
- Teach knowledge about safer sex and sexual health.
- To give young people the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.

## 2. Statutory requirements

As a secondary Free school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At The Royal School we teach RSE as set out in this policy.

## 3. Definition

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.

## 4. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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, LGBT 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).

## **6. Roles and responsibilities**

### **6.1 The governing board**

The governing board will approve the RSE policy, and hold the Principal to account for its implementation.

The governing board will hold the Principal to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Data, Standards and Achievement Committee.

### **6.2 The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

### **6.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with their Head of House or the subject lead.

### **6.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **7. Parents' right to withdraw**

In secondary education from September 2020:

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education. Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.

After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.' Where pupils are withdrawn from sex education, we will document the process and will 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy 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 pupils who are withdrawn from sex education.

## **8. Training**

The Principal will invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching RSE. The PSHE subject leader and School Nurse will also provide further training and support to teachers upon request.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Subject Leader and Heads of Houses through learning walks and work scrutinies in line with The Royal's Quality Assurance processes. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Vice Principal for Curriculum annually. At every review, the policy will be approved by the Governor's Data, Standards and Achievement Committee.

## Appendix 1: Curriculum map

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Autumn 1</b>	Rights, Responsibilities & British Values	Rights, Responsibilities & British Values	Rights, Responsibilities & British Values	Rights, Responsibilities & British Values	Life Beyond School		
<b>Autumn 2</b>	Relationships and Sex Education	Relationships and Sex Education	Relationships and Sex Education	Relationships and Sex Education	Relationships and Sex Education		
<b>Spring 1</b>	Celebrating Diversity & Equality	Celebrating Diversity & Equality	Celebrating Diversity & Equality	Celebrating Diversity & Equality	Health and Wellbeing		
<b>Spring 2</b>	Staying Safe Online and Offline	Staying Safe Online and Offline	Staying Safe Online and Offline	Staying Safe Online and Offline	Staying Safe Online and Offline		
<b>Summer 1</b>	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	GCSE/BTEC exams followed by A level bridging work		Preparation for A level/BTEC exams followed by University bridging work
<b>Summer 2</b>	Life Beyond School	Life Beyond School	Life Beyond School	Life Beyond School	GCSE/BTEC exams followed by A level bridging work		A level/BTEC exams followed by University bridging work

RSE is an important aspect of the PSHE programme which makes a significant contribution to the development of personal skills needed by students to establish and maintain positive, healthy relationships. RSE enables young people to make responsible and well-informed decisions about their health and wellbeing. It supports students in forming positive beliefs and attitudes about sex and sexuality, relationships and feelings.

RSE is taught in a spiral curriculum, meaning that topics are repeated as they progress up the year groups adding further detail to the subject for an age-appropriate understanding. Resources for teaching are taken from the PSHE Association and Cre8tive Curriculum. The content that is studied is summarised below and follows the statutory Health Education Guidance for RS(H)E 2020.

### **Year 7 – Friendships, Respect and Relationships**

This unit looks at consent and boundaries and evaluates why personal space and boundaries are important when growing up. It then looks at the wide range of relationships that young people have and the qualities of good friendships. The unit then finishes looking at how to manage these relationships and looks at pressures and influences within different types of relationships.

### **Year 8 – Identity, Relationships and Sex Education**

This unit starts with an introduction to RSE looking at what makes a healthy relationship. It deals with conflict that can happen within relationships. Students will look at the difference between sex and gender and the harmful prejudices and stereotypes that can be associated with these. All students learn about the menstrual cycle. The unit finishes with a brief look at what is love and an introduction to the concept of contraception.

### **Year 9 – Sex the Law and Consent**

Year 9 starts looking at the law concerning sexual consent and FGM. It then looks at delaying sexual activity and the pressures that can be associated with this. It covers the positive and negative reasons to have sex and explores the consequences of making a relationship sexual. Then to finish students, debate the sexualisation of the media and the impact this is having on teens.

### **Year 9 - Contraception and STIs**

In the second half term of RSE Year 9 study STIs in detail. They then look at different forms of contraception looking at how they work and the pros and cons of each type. The realities of contraception and the link between pregnancy and STIs are also studied. The laws and legal frameworks linked to sexual harassment and stalking are explored and knowing the difference between flirting and sexual harassment. The unit finishes looking at HIV and AIDS in more detail.

### **Year 10 – Exploring Relationships and Sex Education**

This looks at the legal, emotional and social consequences of sending sexts. This is then explored further with pornography looking at what is and is not legal and identifying the differences between what is seen in pornography and real life. It explores how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self. Sexual violence is covered looking at assault and rape. The unit progresses onto pleasure and looks at masturbation and the risk associated with different sexual activities.

### **Year 11 – Sexual Health**

Year 11s study the importance of their sexual health and the impact bad choices can have. They revisit contraception and STIs in further detail. They look at respect in relationships and the importance of this. They then look at fertility and what can impact fertility, leading on to different types of fertility treatment.



	Year 12	Year 13
<b>Autumn 1</b>	<p><b>Stepping Up -</b></p> <ul style="list-style-type: none"> <li>- Icebreaking PSHE</li> </ul> <p>The purpose of this programme is to provide support for students as they transition from Key Stage 4 into Key Stage 5.</p> <p>On alternate weeks students will undertake work on a new skills designed to improve their A-Level/BTEC subject performance both in and outside of the lessons.</p> <ul style="list-style-type: none"> <li>• Reading skills,</li> <li>• note-taking,</li> <li>• time management,</li> <li>• academic writing</li> <li>• revision strategies.</li> </ul> <p>On every other week students in this cohort will have an introductory session to one of the key Royal School values in order to ensure that Sixth Formers are familiar with the expectations and values of both the Sixth Form and The School as they transition into Key Stage 5</p>	<p><b>UCAS/CEIAG -</b></p> <ul style="list-style-type: none"> <li>- UCAS early entries –Oxbridge, medical, etc..</li> </ul> <p>The PSHE programme for Year 13 for the first half term is based around UCAS and CEIAG. Students and staff have two pathways on the 'Next Steps' course of study, both are fully resourced and have a Scheme of Learning.</p> <p>Staff are encouraged to support students in helping students complete their UCAS forms and personal statements and also early identification of CEIAG students in order that staff can support them.</p>
<b>Autumn 2</b>	<p><b>British Values –</b></p> <p>This half term's focus on British Values and character education aims to holistically develop Year 12 students in thinking about their role in contemporary British society as well as affording them opportunities for self-reflection about how they are perceived and would like to be perceived as individuals and British citizens.</p> <p>This SoL encourages students to develop a consideration of key British Values of</p>	<p><b>Revision Skills -</b> The Scheme for Examination Preparation aims to aid Year 13 students develop their study skills:</p> <ul style="list-style-type: none"> <li>- independent learning,</li> <li>- time management</li> <li>- note taking in preparation</li> </ul> <p>This will be done for their next round of mock examinations and as part of a reflective process following those sat in Octoebr</p> <p>This SoL encourages students to develop organisation and resilience as they prepare for their mock examinations. It also</p>

	<ul style="list-style-type: none"> <li>- Democracy,</li> <li>- The Rule of Law,</li> <li>- Individual liberty</li> <li>- Mutual Respect</li> <li>- Tolerance for others.</li> </ul> <p>The scheme also has opportunities for students to develop their character and relationships education in accordance with the school and British values and also to demonstrate these values during a team building task at the end of the half term. This is all planned to help support their personal development as they progress into Year 12</p>	<p>seeks to encourage students to respect themselves and the staff and students that they will be working with.</p>
<b>Spring 1</b>	<p><b>Character Education &amp; Relationships –</b></p> <p>This half term’s focus on character education and relationships aims to continue the work started during AUT 2 on British Values and holistically develop Year 12 students in thinking about how they perceive themselves in regard to</p> <ul style="list-style-type: none"> <li>- Mind set,</li> <li>- Resilience</li> <li>- How they work and communicate with others.</li> </ul> <p>This SoL encourages students to continue to develop their character education in accordance with both the school and British values that began during AUT 2 and should provide beneficial when starting to consider the work that needs to be undertaken for the Year 12 mock examinations in SP2.</p>	<p><b>Life After Sixth Form –</b></p> <p>The Scheme will seek to prepare students for Life After Sixth Form which is where the majority of the pastoral work will focus as students come toward the end of their study at The Royal School.</p> <p>This SoL encourages students to develop organisation and resilience as they prepare to leave the Sixth Form. It also seeks to encourage students to consider how to organise their finances and start to make appropriate decisions regarding their future in regard to practicalities once they have left the Sixth Form in September 2021. Additional areas included for discussion are also listed below:</p> <ul style="list-style-type: none"> <li>- Management of alcohol intake</li> <li>- Management of drug intake</li> <li>- Impact of drugs on personal decisions and road safety, workplace safety, the impact a conviction for drug use has on a career and family life.</li> <li>- Sexual health – avoid contracting or passing on STD/STI. Getting regular testing, telling partners, diagnosis and treatment.</li> <li>- Sexual Awareness and sexuality</li> <li>- Gang culture – the threat of Knives</li> </ul>
<b>Spring 2</b>	<b>Healthy Living –</b>	<b>Life Outside Sixth Form/University/Employment –</b>

	<p>This half term's focus on healthy living aims to afford students the opportunity to reflect on the choices that they make in their own lifestyles regarding</p> <ul style="list-style-type: none"> <li>- Food consumption,</li> <li>- Exercise</li> <li>- Other areas that should be considered in order for young people to live a healthy life.</li> </ul> <p>This SoL encourages students to develop a healthy approach to their food and exercise choices in accordance with the school and British values and builds upon key aspects of the character education PSHE SOL that was delivered in SP1.</p>	<p>The Scheme for Life Outside Sixth Form is designed to raise student awareness of a number of pastoral factors that may impact upon them both outside of Sixth Form and as they transition into Post 18 education or careers.</p> <p>This SoL builds upon the work started during SP1 in looking at Life After Sixth Form and this SoL specifically seeks to encourage students to consider how to</p> <ul style="list-style-type: none"> <li>- organise their finances,</li> <li>- consider e-safety,</li> <li>- the issues around alcohol and substance abuse</li> </ul> <p>It will also seek to enable them to make safe and appropriate decisions regarding their future in regard to practicalities once they have left the Sixth Form in September 2021. Other areas to be explored include:</p> <ul style="list-style-type: none"> <li>- Mortgages and interest rates – the different products available. Living with bills – gas, utility, council tax, etc</li> <li>- Emergency services, how to evaluate when to summon emergency services and drawing attention to illegal activity.</li> <li>- Regular work life balance – exercise and healthy sleep patterns</li> </ul>
<p><b>Summer 1</b></p>	<p><b>Mental Health &amp; Wellbeing –</b></p> <p>This half term will concentrate on students considering how they manage their mental health and wellbeing. The sessions will focus around areas relating to:</p> <ul style="list-style-type: none"> <li>- Stress,</li> <li>- Anxiety,</li> <li>- Depression</li> <li>- Methods to help others</li> <li>- Seeking support for themselves.</li> </ul>	<p><b>Mental Health &amp; Wellbeing –</b></p> <p>This half term will focus on students coping with the build of of examination and university aspects and explore way to manage mental health and wellbeing in relation to this It will also explore student keeping themselves safe as they prepare for their summer break with aspects to consider as outlined below:</p> <ul style="list-style-type: none"> <li>- Investigating the link between mental health and positive self-management.</li> </ul>

	<ul style="list-style-type: none"> <li>- Relationships with others</li> </ul> <p>There will also be a focus on the introduction of the UCAS process.</p> <p>The UCAS sessions will enable students to start to become familiar with the UCAS process and the relevant tools that may help support them in exploring their post 18 options.</p>	<ul style="list-style-type: none"> <li>- Safe travel in the UK – alone, at night, rail. Use of hired transport and issues abroad – passports, embassy, customs.</li> <li>- Use of alcohol abroad, health issues abroad such as vaccinations, tattoos, sun safety and seeking medical or legal help abroad.</li> </ul>
<b>Summer 2</b>	<p><b>UCAS/CEIAG - Year 13 Transition –</b></p> <p>The PSHE programme for the final half term of Year 12 is to further enable students to explore their initial findings into CEIAG and UCAS.</p> <p>Staff will help to develop students initial personal statements and support with form filling as necessary and where appropriate,</p> <p>Opportunities will be afforded for University visits and whole cohort trips to the UCAS exhibition in Birmingham.</p>	

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• 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</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• 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</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>



### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	