



Relationships & Sex Education (RSE) Policy

Introducing Relationships and Sex Education

From September 2020 the Department for Education has introduced compulsory Relationships and Sex Education (RSE) for Secondary schools in England. Educating pupils about relationships and sex gives them the skills required to be able to develop healthy and nurturing relationships. The term relationships in this context is not limited to imitate relationships, it can include a variety of relationships that pupils are likely to form throughout their life including friendships and work relationships. RSE enables pupils to learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, with the ultimate goal of allowing them to manage their online and offline academic, personal and social lives in a positive way which in turn will enable pupils then to make wise and informed choices throughout their life.

RSE at Nottingham High School

As well as developing knowledge on topics specified for primary school, across the RSE curriculum in Key Stage 3 and 4 pupils will be introduced to five key areas:

- Families.
- Respectful relationships, including friendships.
- Online and media.
- Being safe.
- Intimate and sexual relationships, including sexual health.

By the end of Key Stage 4 there are a number of key outcomes that our RSE curriculum will be able to demonstrate in respect to pupils knowledge and understanding, these are summarised in the table below.

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• 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



TOPIC	PUPILS SHOULD KNOW
<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> • 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
<p>Online and media</p>	<ul style="list-style-type: none"> • 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



TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • 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

Guidance on Health Education does not apply to independent schools, which must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. However, we note the sections of *Relationships Education, Relationships and Sex Education (RSE) and Health Education* as examples of best practice.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions



- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Aims of RSE at Nottingham High School

- Relationships and sex education at Nottingham High School is a partnership between home and school.
- It ensures pupils' views are actively sought to influence lesson planning and teaching and is relevant to pupils at each stage in their development and maturity.
- It is taught by staff who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent.
- It includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- There is sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services.
- It helps pupils understand on and offline safety, consent, violence and exploitation.
- It is both medically and factually correct and treats sex as a normal and pleasurable fact of life.
- It is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.
- It makes use of active learning methods, and is rigorously planned, assessed and evaluated.
- It helps pupils to understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media.
- As per the provisions of the Equality Act 2010 under which religion or belief are among protected characteristics, it will be ensured that when teaching these subjects, the religious background of all pupils will be taken into account when planning and teaching, so that the topics that are included in the core content in this guidance are appropriately handled.
- It teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- It promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

RSE contributes to:

- A positive ethos and environment for teaching and learning.
- The safeguarding of pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.



- A better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- Pupils' abilities to keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

How RSE is delivered at Nottingham High School

RSE is embedded within many curriculum areas at NOTTINGHAM HIGH SCHOOL including, PSHE, Science, P.E., Computing and other citizenship strands. Where a component of RSE is integrated into a national curriculum subject there will be no right of withdrawal.

As well as teaching being integrated across National Curriculum subjects, provision is made for RSE to be part of form time, tutor set time and whole school assemblies.

As an independent school there is no statutory requirement for Nottingham High School to deliver Health Education; however, we seek to deliver a health education to students and this will be included across National Curriculum subjects as well as part of our PSHE provision.

As part of NOTTINGHAM HIGH SCHOOL's approach to the delivery of RSE, where elements of the RSE curriculum are delivered through a National Curriculum subject, Heads of Department will be responsible for curriculum mapping of RSE with such mapping being reviewed annually.

Where RSE is delivered as part of the PSHE curriculum it is taught by class teachers with resources developed by members of a year team to ensure that the lessons delivered are age-appropriate with resources that are flexible enough to meet the needs of individual pupils including the religious and cultural background of the pupils.

Teachers have access to specific training in both the subject material and the appropriate teaching methodologies whether this be internally or externally. This training will ensure that teachers who are responsible for delivering RSE will be able to ensure that any issues will be discussed in a safe environment where trust, co-operation and support between the pupils minimises embarrassment. All teaching staff receive annual child protection training and are aware of how to treat a disclosure by a pupil.

It is important that we are able to demonstrate strong levels of engagement within RSE lessons in order to meet the key outcomes. In order to foster this engagement, RSE lessons should contain a variety of learning activities aimed at promoting dialogue between students to further their understanding and engagement. In addition, through effective lesson planning it is anticipated that there will be opportunities for non-summative assessment to occur. The effectiveness of this formative assessment can be judged as part of the lesson observation schedule with RSE lessons.

When appropriate, external agencies may be used to deliver content within the classroom, where this is the case, such agencies will be supervised by class teachers at all times. In line with the School's *Visitors and Visiting Speaker Statement* and *Safeguarding and Child Protection* policy, appropriate checks will be made on external speakers. When external agencies are used, the impact of these sessions will be closely monitored and reviewed as part of the programme of quality assurance to ensure that students get the best outcome.



It may be that students make safeguarding disclosures when discussing RSE topics and these will be addressed in line with the procedures set out in the *Safeguarding and Child Protection* policy, published on the School's website. All Nottingham High School staff have received safeguarding training, including on how to manage disclosures.

When external agencies are used, the impact of these sessions will be closely monitored and reviewed as part of the programme of quality assurance to ensure that students get the best outcome.

How RSE is monitored and evaluated

The Headmaster, Deputy Head Individuals, Assistant Head Individuals and the PSHE Coordinator are accountable to the Governors in ensuring that the Policy operates in practice as per paragraph 38 in *Relationships Education, Relationships and Sex Education (RSE) and Health Education*. The PSHE Coordinator is directly line managed by a member of the Senior Management Team, and monitors the PSHE programme at regular intervals in order to evaluate and adjust the programme where necessary. This is achieved by a programme of quality assurance that includes: observations of teaching staff; an annual review of the programme of study; an evaluation of RSE content by students and an annual review of the RSE Policy.

Student Voice

As part of the delivery of RSE at Nottingham High School students will be invited to share their opinions on the content and delivery of the lessons each term. These students will form part of a larger PSHE working group which will allow us to ensure that the lessons delivered to pupils are not only appropriate but also engaging.

Parental Partnership and the Right to withdraw

The School believes that the prime responsibility for bringing up children rests with the parents. Parents are the key figures in guiding their children to cope with the emotional, physical and psychological aspects of growing up and in preparing them to cope with challenges, responsibilities and fulfilment which sexual maturity brings.

Through its RSE programme the School has a role complementary to and supportive of that of the parents and we welcome parental engagement in relation to this programme. This policy is available to all parents on the School's website. Parents are welcome to discuss the Programme of Study with Anna Stapleton, PSHE Coordinator (stapleton.a@nottinghamhigh.co.uk) along with exemplar lesson plans on request as per guidance (Schools should also ensure that, when they consult with parents, they provide examples of the resources that they plan to use as this can be reassuring for parents and enables them to continue the conversations started in class at home).

Parents of pupils are allowed to request for their child to be withdrawn from some or all of the sex education programme delivered within RSE. Where parents would like to action this, a request must be made in writing to the Headmaster. Unless there are exceptional circumstance this request will be granted up to three full terms before the child turns 16, at this point if the child wishes to receive sex education rather than be withdrawn, we will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. Where students are to be withdrawn, adequate provision for their supervision in school during this time will be made. Such withdrawals are to be reviewed on yearly basis. Please note that the right to withdraw only applies to the sex education programme and all students will be required to attend lessons on relationships education.



Equality Protected Characteristics

Under the provisions of the Equality Act 2010, schools must 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).

In line with the provisions made within the Equality Act, it will be the position of Nottingham High School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This will be taken into consideration in the design and delivery of lessons within the RSE curriculum. It is the intention of Nottingham High School to build a culture where sexism, misogyny, homophobia and gender stereotypes are not tolerated, and any occurrences are identified and addressed appropriately.

Pupils with Special Educational Needs & Disabilities (SEND)

RSE is made accessible to all pupils at Nottingham High School. This is particularly important when planning teaching for pupils with special educational needs and disabilities. Teaching is differentiated and personalised, and ensures accessibility through these means. The School is mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice.

The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be a particularly important subject for some pupils; for example those with social, emotional and mental health needs or learning disabilities. Such factors are taken into consideration in teaching the subject. There may be a need to tailor content and teaching to meet specific needs of pupils at different developmental stages. The School ensures that teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

Policy Development

The RSE policy is being developed in consultation with parents, staff and pupils. The consultation and policy development process includes the following steps:

- A review of current national and local guidance by PSHE Coordinator, Assistant Head for Individuals, Deputy Head for Individuals.
- Parents, staff and pupils will be consulted and given the opportunity to review the policy and invited to make recommendations.
- After completion of the consultation process, amendments to the policy will be made and the policy will be shared with governors.
- The policy is to be reviewed annually by PSHE Coordinator, Assistant Head for Individuals, Deputy Head for Individuals. We will consult with others regarding any updated *Relationships Education, Relationships and Sex Education (RSE) and Health Education* and any other relevant guidance such as *Keeping Children Safe in Education*



Linked Policies

- Alcohol, Smoking, Drugs and Substance Abuse Policy
- Equal Opportunities Policy
- IT Acceptable Use Policy for Students
- Misbehaviour and Exclusions Policy
- Parent Contract Terms and Conditions May 2019
- Pastoral Care Policy
- Procedure on Responsible Behaviour in Cyber Space
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- BYOD Policy
- School Behaviour and Discipline Policy
- Support for Learning Policy