



Relationships and Sex Education (RSE) Policy

*A copy of this policy is published in the following area:
The school's website*

Reviewed: July 2021

Date for review: July 2022

Created by: Aubin de Gruchy, School Chaplain

Reviewed by: Aubin de Gruchy, School Chaplain, Sarah Finnegan, Head of PSHEE and Emma Ellison, Deputy Head (Pastoral)

A. Introduction

Truro School is committed to providing an education in personal relationships and sexuality (Relationships and Sex Education) which is consistent with the Christian ethos of the school, and promotes the spiritual, moral, cultural and physical development of all of its pupils. Within a Christian moral framework, it encourages exploration of values and moral issues; consideration of sexuality and personal relationships; and the development of communication and decision-making skills, which will prepare for the experiences and responsibilities of adult life.

The moral framework in respecting the beliefs of the School and the wider community, demonstrates the following values:

- respect for self;
- respect for others;
- responsibility for one's own action;
- responsibility for one's family, friends, school and the wider community.

The Personal Relationship and Sexuality programme at Truro School will be delivered in accordance with the Christian ethos of the school.

The sexuality program follows the teaching of the Methodist Church which affirms:

"the joy of human sexuality as God's gift and the place of every human being within the grace of God, recognises the responsibility that flows from this for us all." Extract from 'The 1993 Resolutions' passed at the annual Methodist Conference in 1993 in Derby

This policy document communicates clearly to staff, parents, visitors and pupils the manner in which relationships and sex education will be delivered in the school. The full policy is available to all parents and governors via the school website and to staff via the school intranet. Appendices and programs of study are available on request to parents through the Deputy Head (Pastoral) and the Head of PSHEE. The Chaplain, Deputy Head (Pastoral) and Head of PSHEE will be responsible for reviewing the PSHEE curriculum and its adherence to this policy on a biennial basis.

B. Partnership with Parents and Right to Withdrawal from Sex Education

The governors and teachers of the school recognise that relationships and sex education is the right and responsibility of the parent. The school aims to provide relationships and sex education to support parents in fulfilling their responsibility.

Parents have the right to withdraw their children from Sex Education that falls outside the National Curriculum Science Order. They do so in writing to the Head of PSHEE. On receipt of such a letter she will call home for a discussion with parents/guardians, at which she will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from Sex Education and placed in another class where suitable work and supervision will be provided. The right of withdrawal will be made clear in the parents' contract. A hard copy of this policy will be made available to all parents on request and a copy is also available on the school website.

C. Definition and Aims of Relationships and Sex Education

The DfE identifies the purpose of RSE:

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should 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.

DfE Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019.

Based on the definition, above the aims of RSE at Truro School are:

- to enable our pupils to begin to understand the nature of human relationships and their diversity;
- to enable pupils to see the importance of stable loving relationships for the bringing up of children;
- to prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

At Truro School, SRE has three main elements, all of which are important for a balanced programme:

1. Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;

- learning the value of family life, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

2. Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

3. Knowledge and Understanding

- learning that humans reproduce and understanding physical development at appropriate stages;
- understanding the importance of being healthy in body, mind and relationships.

D. The Delivery of RSE

RSE is of its nature 'cross-curricular'. Whereas a discrete programme is taught in PSHEE lessons in the 1st Year to Upper Sixth, all subjects have a role to play and all members of the school community, by virtue of the relationships they foster within the school, contribute to education in sexuality. In all year groups, Relationships and Sex Education is one of the components of the PSHEE programme and in the Religious Studies GCSE Full Course the topic of Relationships and families exploring both Muslim and Christian views. In the Lower Sixth Advice, Care, Help and Empathy (ACHE) peer mentoring training, one session addresses the topic of Sex and Relationships. The School ensures that all staff involved in RSE feel comfortable with the programme, and receive regular training, overseen by the Head of PSHEE. Form tutors and Medical Centre staff are included as it is acknowledged that their roles bring them into contact with pupils in a key relationship.

Ground rules are essential when discussing sensitive subject matter and staff will use strategies to enable students to feel comfortable to ask questions. If controversial questions are asked, the teacher will use professional judgement about how to answer them and students will be allowed to raise anonymous questions if preferred.

We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationships and Sex Education policy and adhere to the policy for Visiting Speakers. A teacher will be present throughout these lessons.

It is commonly observed that pupils can raise questions concerning relationships and sex education in a variety of school contexts and therefore teachers and support staff are expected to be familiar with the RSE and the Child Protection policies. Whole school INSET sessions will be devoted to this at regular intervals.

To ensure that delivery of RSE remains relevant to students, they are asked to complete a questionnaire at the end of each term for feedback on PSHEE lessons. The Head of PSHEE has partnered with a student working party to review this policy and the approach to RSE. Parents are also asked for feedback through surveys, focus groups and at pastoral meetings where aspects of RSE may be discussed.

Content delivered in PSHEE by year group:

First Year	Second Year	Third Year	Fourth Year	Fifth Year	Lower Sixth	Upper Sixth
Good friendships Puberty	Love and Friendship Intimacy and Consent Feelings and emotions Risks from unprotected Sex Contraception Sexuality FGM	Forced Marriage Stable Relationships Marriage and family Separation and divorce	Positive and Negative Relationships When is the time right? Consent Impact of Drugs and Alcohol Gender double standards STIs and Contraception Safer Sex Sexuality Mental and emotional health	Teenage Parenthood Unintended Pregnancy Abortion Sexting Pornography	Impact of Drugs and Alcohol on Sexual Behaviour Mental and Emotional health Stress and Anxiety Depression Self-harm and Suicide Healthy relationships Intimate relationships Separation, divorce and bereavement Unwanted pregnancy Infertility	De-escalating situations Managing harassment Consent Abuse Forced marriage, honour-based violence, FGM

E. Inclusion and Equal Opportunities

The school recognises that those with special educational needs will receive differentiated material and teaching styles as appropriate. Scope will be given for the gifted or talented pupil with extension material and the opportunity to study individual projects. The school recognises the differing needs of both sexes within the school and will offer single sex guidance and instruction where appropriate. The school is aware of the cultural diversity of its pupils and of the wider community, and educates pupils to understand and respect differences in customs and belief. The needs of EAL pupils are acknowledged, and teachers will ensure that materials will be presented in a clear and comprehensible way.

The school recognises that because of the nature of the subject, sensitive and controversial issues are likely to arise. These may include, for example, abortion, emerging gender identity, sexuality and sexual abuse. These are dealt with within the framework of the aims of the school and of the Relationships and Sex Education policy as a whole and using the Equal Opportunities Policy. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements.

F. Confidentiality and Advice

The school recognises that the RSE programme may raise issues in which advice and confidentiality may be necessary. Guidelines on how staff should deal with such issues are stipulated in the Child Protection and Safeguarding Policy, the Staff and Volunteers Code of Conduct and in Staff Handbook.

Appendix A: Statutory Requirements

The policy recognises *The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019* which requires that all pupils receiving secondary education must be taught RSE ‘to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.’

The most recent guidance on this is the DfE Guidance *The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019* amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into the Education (Independent School Standards) Regulations 2014 and takes account of the revised National Curriculum, the new Personal, Social and Health Education framework, *The Equality Act 2010* and the Social Exclusion Unit report on teenage pregnancy.

The DfE 0116/2000 guidance is underpinned by the *Children and Social Work Act (2017)*, which gives governors and headteachers a statutory responsibility to have regard to the guidance in ensuring that young people are taught about safety in forming and maintaining relationships, the characteristics of healthy relationships, and how relationships may affect physical and mental health and well-being; and that they are protected from inappropriate teaching materials.

Statutory requirements for the Science curriculum include:

- By the end of Key Stage 3, young people are expected to know “that fertilisation in humans... is the fusion of a male and female cell; about the physical and emotional changes that take place during adolescence; about the human reproductive system, including the menstrual cycle and fertilisation; how the foetus develops in the uterus; how the growth and reproduction of bacteria and the replication of viruses can affect health”.
- By the end of Key Stage 4 young people are expected to understand “the way in which hormonal control occurs, including the effects of sex hormones; some medical uses of hormones, including the control and promotion of fertility; the defence mechanisms of the body; how sex is determined in humans”.

All of the statutory components are covered in Biology (1st and 4th year)