



## Relationships and Sex Education Policy

### 1. Aim and definition

- a. The aim of Relationship and Sex Education (RSE) within the school is to provide information on sexual health, and to promote discussion and thought about different emotions and values involved in relationships, with particular regard to the importance of loving, stable and mutually supportive relationships, such as marriage, for example. Through this, we aim to ensure that our students show respect for themselves and for others and that they lead confident, healthy lives by making informed choices for themselves when the time comes.
- b. The aim of this policy is to clearly communicate to staff, parents, visitors and pupils the manner in which sex education will be delivered at Prior's Field School, and the ethos within which the teaching will take place.
- c. This policy should be read in conjunction with PSHEE, 'PAM - Student Pastoral and Medical Guidelines, and the Prevention of Bullying policy.
- d. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education from September 2020. This policy relates to these requirements and has reference to the 12 Principles of good RSE from the Sex Education Forum.
- e. We recognise that sex and relationship education covers a range of sensitive issues.
- f. **Defined:** Sex and relationships education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships for family life, respect, love and care. It is also about the teaching of puberty, safe sex, reproduction and conception, contraception, sexuality, sexual health and the aspects of the law in relation to relationships and sex. It fosters gender and LGBTQ+ equality, challenging all forms of discrimination and bullying. It is not about the promotion of sexual orientation or sexual activity.

### 2. Objectives:

- a. To provide opportunities for pupils to consider what factors are an essential part of developing stable and loving relationships.
- b. To develop pupils' confidence and self-esteem to exert their rights as individuals and help them to be able to form stable and loving relationships.
- c. To develop pupils' knowledge and understanding about sexual health and relationship services that are available, and to ensure that they know how to access these services.
- d. To provide opportunities for pupils to develop an understanding of and respect for difference, including gender, sexuality, disability, culture, beliefs and ethnicity.
- e. To make pupils aware of unacceptable and illegal behaviour, and their own rights.
- f. To enable pupils to develop the skills necessary to protect themselves from exploitation.
- g. To provide pupils with the opportunities to develop a greater understanding of the consequences of their own decisions and actions.
- h. To develop parental awareness of what sex and relationship education and support services are available through school and outside agencies.

### **3. Moral guidance and framework:**

- a. Clear guidelines are provided in Section 403 of the Education Act 1996: 'the governing body and the head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at the school it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life'.
- b. The Relationships and Sex Education requirements are in line with the whole school ethos and encourage the following values:
  - i. Respect for self and others
  - ii. Respect for difference, e.g. culture, religious, gender, sexuality
  - iii. Responsibility for own actions
  - iv. Regard for family life, friends and the wider community
  - v. The rights of the individual
  - vi. Equality
- c. The policy also takes the following into account:

#### **i. Equality Act 2010,**

##### **li KCSIE 2024**

##### **iii Relationships Education, Relationships and Sex Education (RSE) and Health Education**

##### **iv Personal, social, health and economic (PSHE) education.**

### **4. Delivery of Relationships and Sex Education**

- a. Relationships and Sex Education is part of our PSHEE programme. It is delivered to all pupils from the First Form to Upper Sixth. Some aspects of Relationships and Sex Education will also be covered in Science, Religious Studies, English and Drama lessons. All these areas of the curriculum make an important contribution to the overall RSE at the school.
- b. Pupils are generally taught in single year groups, although at times this may be widened to include other year groups. Most of the content will be delivered by form tutors or Heads of Year. There will be times when the school nurse or external experts will be involved.
- c. The pastoral support team are given support in delivery and any form tutor who is uncomfortable delivering a topic, will be covered by another member of the pastoral team, such as the Assistant Head Pastoral, Wellbeing and Boarding, Head of Year or Head of Wellbeing and Safeguarding Coordinator.
- d. The RSE programme is embedded within the PSHEE programme and designed and overseen by the Assistant Head Pastoral, Wellbeing and Boarding. Drop ins and offered for staff training and guidance. The Heads of Year also contribute to the delivery of the programme.

### **5. Content of the Relationships and Sex Education programme**

- a. The content of the programme is such that important issues will often be revisited according to pupils' needs, background and their levels of maturity to allow for the individual development of pupils. Throughout the programme, and over each key stage, a model of a healthy, balanced and loving relationship will be gradually built up. Relationship and Sex Education cover issues within the following main headlines:
  - i. Families
  - ii. Respectful relationships

- iii. Online and media
- iv. Being safe
- v. Intimate sexual relationships

## **6. Sensitive Issues**

- a. Controversial topics may arise which depend upon the judgement of the individual teacher to decide whether subjects are suitable for class discussion. It is imperative that pupils feel safe and able to participate in session. It is expected that when dealing with these issues, teachers will follow this set of guidelines:
  - i. Staff should establish a set of ground rules so that our pupils are aware of parameters e.g. questions will be non-personal; no-one will have to answer a personal question; no-one will be forced to take part in discussions; correct terminology will be used with factual, sensible explanations.
  - ii. If a question is too personal, pupils will be reminded of the ground rules.
  - iii. If a pupil needs further support, she will be referred to the Head of Year, Assistant Head Pastoral, Wellbeing and Boarding who may then refer to the school nurse or other appropriate person.
  - iv. If a question is too explicit or seems to be not age-appropriate, it will be acknowledged and dealt with outside the whole class setting.
- b. Any concern about sexual abuse must be referred immediately in accordance with the school's Safeguarding [Child Protection] policy.
- c. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.

## **7. Working with Parents and Child Withdraw Procedures**

- a. Prior's Field is committed to working with parents. Parents are informed in advance of sensitive topics raised in PSHE sessions. They are invited to attend Pastoral Evenings that cover information about what their children have been learning.
- b. However, the school recognises that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents who wish to withdraw their children should contact the Head. Up to and until three terms before the child turns 16, the child may express their wish to receive sex education, and this decision will be upheld.

## **8. Confidentiality**

- a. The school aims to support young people but no individual member of staff will guarantee a pupil absolute confidentiality. It may be necessary if a Child Protection issue arises that certain 'confidences' must be passed on. The procedure for this is outlined in the Safeguarding [Child Protection] Policy.
- b. If a child demands a higher level of confidentiality than they feel they can obtain from members of staff at school, they will be advised of outside agencies to which they can go. However, if a pupil is at risk, all agencies must pass this information on and in these circumstances total confidentiality cannot be promised.

## **9. Contraceptive Advice**

As appropriate pupils will be informed of the different contraception methods available, the mechanism by which these contraceptives work, and any long or short-term side effects of these contraceptives. The school doctor will be involved in ensuring staff are up-to-date with their information. The nurse can sometimes be involved in the delivery of these lessons. Teachers will not give individual pupils advice on specific contraception for the pupil. However, they may advise a pupil on where to get this information.

## **10. Visiting Speakers**

There will be times when visiting speakers come into school to deliver some aspect of the Relationships and Sex curriculum. All visiting speakers will be clear about the school policy and government guidelines. Their input will be planned and agreed upon by relevant members of staff including the PSHE Co-ordinator, who is the Assistant Head Pastoral and Wellbeing. A member of staff will be present with the visiting speaker when they are working with the students.

### **11. Non-Teaching Staff Available to Pupils**

- a. If pupils wish to speak to someone who is not a member of the teaching staff about matters connected to sexual health and family planning issues, they can see one of the school nurses.
- b. Pupils will also be made aware of services provided by their GP, School Counsellor, local family planning clinic or other NHS services.

### **12. Monitoring and Evaluation**

- a. Monitoring and evaluation of the Relationships and Sex Education programme will take place at the end of each school year and will be delivered using feedback from both pupils and members of staff. The Assistant Head Pastoral, Wellbeing and Boarding will regularly monitor the programme throughout each academic year.
- b. Local and national issues will be considered to ensure that the curriculum content fits the needs of the young people receiving it. Any need for staff training will also be assessed.
- c. This policy will be reviewed every two years and as required by any relevant change in legislation or government policy.
- d. Although PSHEE is not formally assessed, continuous assessment is built into lessons.
- e. Concerns relating to any aspect of the RSE programme should be made in writing to the Head.

<b>Reviewed by:</b>	<b>Assistant Head Pastoral and Wellbeing</b>
<b>Date of next review:</b>	<b>1 December 2025</b>
<b>Governors review:</b>	<b>N/A</b>
<b>Location:</b>	<b>Website, portal, isi</b>