

Mulberry School for Girls Relationship and Sex Education Policy

Recommending Body:	MSfG LGB
Approval Body:	MSfG LGB
Approval Date:	March 2022
Implementation Date:	March 2022
Review Date:	March 2023
Policy Version:	2

Version	Reviewed	Changes since last version
1	existing	
2	Feb 2022	Change from SLT leadership from DHT to AHT / DSL Additional details added about the training of staff delivering sex education drop down days to years 9, 10 11, 12 ad 13 students.

Contents

1. Aim

2. Statutory curriculum

3. Policy development

4. Definition

5. Delivery of RSE

6. Roles and responsibilities

7. Parents' right to withdraw

9. Monitoring arrangements

10. Equality

11. Resources

12. Appendices

1. Policy aims and objectives

The aims of relationship and sex education (RSE) at Mulberry are to:

- Foster healthy and respectful whole school relationships and behaviour between pupils and provide a framework in which sensitive discussions can take place.
- To ensure pupils are given information to make informed decisions and to allow them to keep themselves safe.
- Help pupils develop feelings of self-respect, confidence, empathy and increase self-esteem.
- To dispel myths
- To assist pupils with their emotional literacy in order to describe themselves, their relationships and their bodies.
- To promote student's spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.
- The school will comply with the relevant provisions of the Equality Act 2010

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, faiths, 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 be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate RSE.
- Access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias or promote personal views.

At Mulberry School for Girls we teach RSE as set out in this policy.

2. Statutory curriculum from the Department for Education

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

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 Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. 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](#).

Appendix 1 includes more detail of the guidance issued to school and the national curriculum.

3. Policy Development and Review

Documents that have informed the development of the school Relationship and Sex Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)

- Children and Social Work Act (2017)
- Department for Education 2019 a – Relationships Education, Relationships and Sex Education and Health Education; statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- Department for Education 2019b – Relationships Education, Relationship and Sex Education, and Health Education in England, Government consultation response.

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – The Director of PSHE pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to take part in a consultation about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE

Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

Relationships and Sex Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Relationships and Sex Education involves a combination of sharing information, and exploring issues and values.

Relationships and Sex Education is not about the promotion of sexual activity.

4.1 Why is Relationships and Sex Education in schools important?

High quality Relationships and Sex Education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough' report.
- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risk in relationships.

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 of relationships, health and sex education are included in Religious Studies (RS), Citizenship, Computing and Physical Education (PE).

Mulberry School for Girls approach to RSE consists of:

1. The taught National Curriculum Science programme of study.
2. Relationships and health education within each Key Stage delivered within a planned PSHE programme

3. Pastoral support for students who experience difficulties.
4. Provision of appropriate information through school nurse drop-in sessions where appropriate.
5. Sex education drop-down days. These will be delivered to years 9, 10, 11, 12 and 13 students.
6. Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

6. Roles and responsibilities

6.1 The Local Governing Body

The Governors will approve the Relationships and Sex Education policy, and hold the Head teacher to account for its implementation.

6.2 The Head teacher

The Head teacher is responsible for ensuring that Relationships and Sex Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of Relationships and Sex Education (see section 7).

6.3 Senior leadership (SLT)

SLT will endeavour to support the provision and development of Relationships and Sex Education in line with this policy by providing leadership and adequate resourcing.

6.4 Director with responsibility for PSHE

The Director with responsibility for PSHE will maintain an overview of Relationships and Sex Education provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation. All staff delivering sex education will be provided with training that outlines the aims and approach of our RSE programme. This will be overseen by the senior line manager for PSHE – the Assistant Head Teacher / Safeguarding Lead.

6.5 Staff

All teachers are involved in the school's Relationships and Sex Education provision. Some teach Relationships Education through the PSHE programme and some through science and other curriculum areas. Sex Education is delivered by a specialist team of female teachers only, who have received specialist training. The training covers discussion of the resources to be used, frequently asked questions and consideration of views expressed in the staff and parent consultation. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues. Teachers will be consulted about the school's approach to Relationships and Sex Education and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Non-teaching staff may be involved in a supportive role in some Relationships and Sex Education lessons and also play an important, informal pastoral support role with students. They will have access to information about the Relationships and Sex Education programme and supported in their pastoral role.

6.6 Pupils

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

A whole school approach will be adopted to Relationships and Sex Education that actively involves the whole community.

All students have an entitlement to age and circumstance appropriate Relationships and Sex Education and to pastoral support. They will be actively consulted about their Relationships and Sex Education needs and their views will be central to developing the provision.

6.7 Parents/carers

Parents/carers have a legal right to view this policy and to have information about the school's Relationships and Sex Education provision. They also have a legal right to withdraw their children

from dedicated sex education lessons if they wish (see section 7). The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. The school's approach to Relationships and Sex Education will encourage dialogue between parents/carers and their children. Parents will be informed of the calendar for the sex education programme.

6.8 Outside agencies and speakers

Outside agencies may be involved in inputting to Relationships and Sex Education lessons and as points of referral as support services for students. The school will only work with agencies and speakers who are appropriate to student needs. We shall work in partnership with them and jointly plan their work within the school. The school will also promote relevant helping agencies that students can access.

7. The right to withdraw

Although the guidance states that Sex Education is statutory, it also states 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. They can be withdrawn by the parent up to and until three terms before the child turns 16 when Sex Education would become statutory once again. If the withdrawn pupil wishes to receive sex education lessons after this point, they can opt themselves back in.

If parents want to withdraw their child they need to meet in person with the Head teacher and discuss their reasons and concerns. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy. Letters to withdraw pupils will not be accepted. A copy of the withdrawal request will be placed in the pupil's educational record.

Pupils cannot be withdrawn from national curriculum science, Relationships Education or Health Education. Pupils can however be withdrawn from Sex Education, following discussions with the Head teacher and an agreement in writing.

Following discussions with a member of the Senior Leadership Team, except in exceptional circumstances, the school should respect the parents request to withdraw the child; up to and until three terms before the child turns 16. After this point 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.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

8. Monitoring, Evaluation and Assessment

The RSE programme will be monitored and evaluated by the Director of PSHE and quality assurance of the programme will be reported to the senior team. The Assistant Headteacher line managing PSHE will be responsible for evaluating the impact of the programme.

The delivery of RSE is monitored by the Director responsible for PSHE and SLT through evaluation activities that might include:

- Learning walks
- Work scrutinies
- Self-Evaluation fortnight
- Pupil/Parent voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

9. Equality & Inclusion

The school will comply with the relevant requirements 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 (Protected Characteristics).

Our Relationships and Sex Education programme aims to create a safe, inclusive and supportive learning environment.

The delivery of the content will be made accessible to all pupils, including those with SEND. Schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationship education at Mulberry School for Girls will help all students understand their physical and emotional development and enable them to make positive decisions in their lives.

The school takes positive action to build a culture where everyday sexism, misogyny and homophobia etc are not tolerated and any occurrences are identified and tackled. The schools Relationships and Sex Education curriculum supports the wider school values of tolerance and respect.

The school ensures that all of the teaching of RSE is sensitive and age appropriate in approach and content. Lessons on Lesbian, Gay Bisexual and Transgender (LGBT) relationships will be fully integrated into the programme of study, rather than as a stand-alone unit or lesson.

11. Resources

Mulberry School for Girls will use resources for the RSE curriculum from reputable organisations with materials that have been designed for the purpose of educating secondary school age children.

Examples of the resources that could be included in curriculum lessons include:

- Resources recommended by the government that are shared in the appendices of the latest RSE guidance document.
- Resources recommended by LBTH. For an overview of the recommended RSE Borough resources, please see appendix 3. This is not an exhaustive resource list.
- Additional subject specific resources and materials shared by the government and uploaded onto the PSHE Association website or through their e-newsletter updates.
- Resources adapted from a number of recognized sources e.g. MIND / NSPCC

12. Appendices:

Appendix 1

The Department for Education Guidance on Relationships Education, Relationships and Sex Education, and Health Education can be found here: [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

By the end of secondary school pupils should know

Families	<p>Pupils should know</p> <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.
Respectful relationships, including friendships	<p>Pupils should know</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.
Online and media	Pupils should know

	<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.
Being safe	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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 and menopause. •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.

National curriculum science from the Department for Education

- At key stage 3 and 4 the national curriculum for science includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.
- Subject content (see appendices for full list of content)
- There continues to be no right to withdraw from national curriculum science.

Health Education (Physical Health and Mental Wellbeing) from the Department for Education

- The aim is to enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions. The lessons will help pupils to understand that there are normal variations in emotions and physical complaints and to help pupils to recognise the early stages of health and wellbeing issues.
- Pupils will be taught self-care steps which they can use to protect and support their own physical and mental health and wellbeing; which includes strategies for building resilience such as physical activity, hobbies, good nutrition, sleep and outward facing activities. Pupils will also be taught how to judge when someone they know needs support and where they can go to seek help.
- Pupils will learn the key facts about puberty, the changing adolescent body and menstrual wellbeing in Health Education; this should build on the lessons started at primary school. Pupils will be taught both the physical and emotional changes and the impact this has on their wider health and well-being.
- There is no right to withdraw from Health Education.

Relationships and Sex Education from the Department for Education

- RSE within secondary school should provide a clear progression from the lessons taught in primary school.
- The focus in secondary school should be to provide young people the information to identify and develop healthy relationships (family, friendships, colleagues, successful marriage or other type of committed relationship), not just intimate relationships. It will also ensure that pupils will cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). Pupils will learn about what is acceptable and unacceptable behaviour in relationships; both offline and online, how to identify this in relationships, recognise the impact this can have on mental wellbeing and understand how such situations can be managed. Pupils should also be taught about the link between self-respect and mental well-being, the facts and law about sex, consent, grooming and online safety, sexuality, gender identity, sexual health and the choices permitted by the law around pregnancy in an age appropriate and inclusive way.
- In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.
- There is no right to withdraw from Relationships Education. For information about the right to withdraw from Sex Education see section 7 of this policy.

National curriculum science from the Department for Education:

Key Stage 3 (National Curriculum 2015 from the Department for Education)
Science
Statutory
<u>Reproduction:</u> 'Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones),

gametes, fertilization, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta’.

Inheritance, chromosomes, DNA and Genes

‘Heredity as the process by which genetic information is transmitted from one generation to the next’

Key Stage 4 (National Curriculum 2015 from the Department for Education)

Science

Statutory

Health, disease and the development of medicines

‘Communicable diseases including sexually transmitted infections in humans (including HIV/AIDS) ‘

Coordination and Control

‘Principles of hormonal coordination and control in humans’

‘Hormones in human reproduction, hormonal and non-hormonal methods of contraception’

Evolution, inheritance and variation

‘Sex determination in humans’

‘Genetic variation in populations of a species’

‘The process of natural selection leading to evolution’

‘The evidence for evolution’

Appendix 2: 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	

Appendix 3

LBTH Secondary RSE and Health Education recommended resources, for the new RSE curriculum:

- -KS3 and KS4 Medway & PSHE Association Resources- [Free for members](#)
- -KS3: NSPCC & PSHE Association- Making sense of relationships- [Free resource](#)
- -KS3 and KS4: PSHE Association Emotional Health & Mental Wellbeing – [Free resource¹](#)
- -KS4 Disrespect Nobody Campaign Resources: Healthy Relationships lessons- [Free resource](#)
- Jigsaw 11-16 (Secondary PSHE), the mindful approach to PSHE (Quality Mark Pending) from the PSHE Association-[Prices available on their website](#)
- KS3 and KS4 Rise Above resources for Schools-Public Health England. [The free lessons include:](#)
 - Social media
 - Sleep
 - Dealing with change
 - Transition to secondary school
 - Puberty
 - Bullying and cyberbullying
 - Smoking
 - Online stress and FOMO
 - Alcohol
 - Exam stress
 - Body image in a digital world
 - Forming positive relationships