

SEVENOAKS SCHOOL

<i>reference</i>	Policy – AR3
<i>Category</i>	A. Student and Parent Facing
<i>Name</i>	Relationships and Sex Education Policy
<i>Purpose</i>	Relationships and Sex Education (RSE) is a compulsory and important part of our school curriculum. At Sevenoaks we seek to ensure that our students are well prepared for the challenges of living and thriving in the modern world, both through our broader PSHE provision and specifically via the RSE strand of our timetabled PSHE lessons. This policy is designed to outline the purpose and content of RSE, whilst ensuring that all the compulsory subject content is age and development appropriate. We aim to teach RSE sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents and in line with the ethos of our school. We also aim to provide students with the knowledge they need of the law and the legal implications of their actions.
<i>Scope</i>	Students, Staff, Parents
<i>Regulatory or legal requirement addressed by policy</i>	<i>Relationships and sex education (RSE) and health education</i> statutory guidance, 2019 (updated September 2021) Keeping Children Safe in Education 2023
<i>Policies referred to</i>	Behaviour Policy Equity, Diversity and Inclusion Policy Transgender and Non-Binary Policy Safeguarding Policy
<i>Policy owned by</i>	Deputy Head Pastoral
<i>Date effective from</i>	March 2024
<i>Published on website</i>	yes

1. Introduction and Aims

- 1.1. Relationships and Sex Education (RSE) is a compulsory and important part of our school curriculum. At Sevenoaks we seek to ensure that our students are well prepared for the challenges of living and thriving in the modern world, both through our broader PSHE provision and specifically via the RSE strand of our timetabled PSHE lessons.
- 1.2. The topics covered in RSE are wide-ranging and at times there may be understandable areas of contention. This policy is designed to outline the purpose and content of RSE, whilst ensuring that all the compulsory subject content is age and development appropriate. We aim to teach RSE sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents and in line with the ethos of our school. We also aim to provide students with the knowledge they need of the law and the legal implications of their actions.
- 1.3. We believe that mental wellbeing is central to the development of young people and their ability to build positive relationships. The RSE curriculum will give them the knowledge and capability to help them make informed choices and know where to seek support if problems arise. RSE is taught in the wider context of helping to foster students' wellbeing and develop self-awareness and resilience.

2. RSE Policy and Curriculum Development and Review

- 2.1. The RSE policy and curriculum has been developed in line with statutory guidance from the DfE and with recommendations made by the PSHE Association. We have had input from experienced staff and from consultations with both parents and student groups as well as end of topic/year feedback. We aim to work in collaboration with parents, building on what students learn at home and always to deliver content in a sensitive, objective, and balanced manner to enable students to comprehend the range of social attitudes and behaviour in modern society. This will empower them to consider their own attitudes and actions and make informed, reasoned, and responsible decisions while they are at school, at home and in adult life.
- 2.2. The curriculum content is closely monitored and evaluated by the Head of PSHE and the Deputy Head Pastoral. New topics are added in response to internal need or external events. Recent additions have included sessions on healthy, unhealthy, and abusive behaviour within relationships and the continuum of sexual violence. Parents will be advised of the lesson content at the start of the Lent Term.

3. RSE & Students with SEND

- 3.1. Provision for students with SEND is provided on an individual basis, liaising with Divisional Heads and the Learning Support Department. This includes some students receiving the lesson materials in advance so they can prepare or choose to withdraw from the SEX part of the programme. The RELATIONSHIP component is compulsory, although the two are hard to separate. There are differentiated resources for some topics.

4. RSE Curriculum Overview

- 4.1. RSE is taught as part of the Relationships component of the PSHE spiral three strand curriculum – following curriculum guidance from the PSHE Association. These strands are:
 - **Relationships** – positive relationships; relationship values; forming and maintaining respectful relationships; consent; contraception and parenthood; bullying; abuse; and discrimination; social influences.
 - **Health & Wellbeing** - self-concept; mental & emotional wellbeing; healthy lifestyles and health related decisions; drugs alcohol and tobacco; managing risk and personal safety; puberty and sexual health.

- **Living in the Wider World** - learning skills; choices and pathways; work and career; employment rights and responsibilities; financial knowledge and choices; media literacy and digital resilience.

4.2. RSE topics fall under all these strands and are taught within the PSHE Curriculum but may also be covered across the curriculum in subjects such as **Biology** and **Core Critical Thinking**.

5. External Speakers

5.1. All external speakers are carefully selected to complement and extend the teaching of our RSE content. Speakers are briefed on the needs and varied backgrounds of our British and International students and are asked to work within the framework of our RSE policy and government guidance. School teaching staff are present throughout these talks.

6. Right to withdraw

- 6.1. Parents have the right to request that their child be withdrawn from some or all the sex education delivered as part of the statutory RSE. Parents must state their request in writing to the Head. Parents will then be invited to discuss their request to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have, e.g., the emotional and social effects of being excluded as well as the likelihood of the students hearing their peers' version of what was learnt in class rather than what was delivered by the teacher.
- 6.2. Unless there are exceptional circumstances, Sevenoaks School will respect the parents' request to withdraw their child. Requests from parents must be made annually for consideration. However, three terms before the student turns 16 years old, they are legally able to make their own decision as to whether they wish to receive sex education. The school will make arrangements to provide the student with sex education during one of those terms and a parental request of withdrawal will not be granted.
- 6.3. There is no right to withdraw from relationship education.

7. Training

7.1. The Head of PSHE in consultation with the Deputy Head Pastoral, is responsible for the organisation and delivery of staff training. This is delivered through staff INSET, sharing of good practice and the distribution of literature and the creation of lesson resources. Recent training has been provided by the Sex Education Forum, Brook advisory, It Happens Education, Bold Voices and the PSHE Association.

8. Relationships Curriculum Strand

Year	Content	How taught	Delivered by
7	Friendship, relationships & peer pressure Happiness Diary Consent & Boundaries* Dealing with Anger & Jealousy Teenage Worries Emotional Health & Self Esteem Exploring Family Life Tolerance	1 x pw Structured lesson plans incorporating discussion, visual & film resources – topical examples. <i>*NSPCC Resources</i>	By PSHE teachers & occasional external speakers for whole year group
8	Positivity Blended families Gender Stereotyping & Discrimination RSE for Life – including protecting yourself online 'It's Not OK' * Managing Change & Loss	1 x pw Structured lesson plans incorporating discussion, visual & film resources – topical examples. <i>*NSPCC Resources</i>	By PSHE teachers & occasional external speakers
9	Do RSE Resources** You and your relationships What is expected of you? What does love mean to you? Sex and faith, Sex and culture Communication, consent & sex Safer sex Problem solving Sexism & sexual harassment – upstanding/bystanding SEXTING* Contraceptives Workshop led by Health Centre Nurses Digital Relationships – <i>whole year group talk by ItHappens Education</i> Online Pornography*	1 x ppf Structured lesson plans discussion, incorporating visual & film resources – topical examples. <i>*Childnet 'Thrive Online' Resources</i> <i>** BISH resources & 'We need to Talk about Pornography' by Vanessa Rogers</i>	By PSHE teachers & occasional external speakers
10	Relationships – The Basics Pack** Features of a Relationship Healthy, unhealthy, and abusive behaviour What does a relationship need? Relationship values & scenarios Alcohol, parties & sex Myth vs Reality* <ul style="list-style-type: none"> - Online Pornography - Healthy relationships online - Online Body Image 	1 x ppf Structured lesson plans discussion, incorporating visual & film resources – topical examples. <i>**Twinkl Resources</i> <i>*Childnet Resources</i>	By PSHE teachers & occasional external speakers
11	RSE Consent & Safer Sex* <ul style="list-style-type: none"> - Consent & the law - Nuanced consent & communication - Alcohol & sex The Impact of Pornography* <ul style="list-style-type: none"> - Pornography through time - Legality - Sex in the media - Censorship & age limits - Porn stereotypes - Porn as sex education? 	1 x ppf Structured lesson plans discussion, incorporating visual & film resources – topical examples. <i>*BISH resources & 'We need to Talk about Pornography' by Vanessa Rogers</i>	By PSHE teachers & occasional external speakers
12 & 13	A range of topics – updated annually after consultation with 6 th Form Divisional Heads and direct feedback from students. Talks & speakers listed in online calendars	<i>1 x ppf Michaelmas Term – whole year group</i>	By external speakers, Divisional Heads and Head of PSHE