

RELATIONSHIPS AND SEX EDUCATION POLICY

The Importance of Relationships & Sex Education (RSE)

Children benefit from nourishing relationships and sex education, so they can make sensible and informed choices concerning physical, moral and emotional development for life. It is about the understanding of family life, stable and loving relationships, respect, nurture and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. At Stamford, some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. (Sex and relationships education (SRE) for the 21st century PSHE Association and Sex Education Forum 2014).

The Stamford School policy statement applies to all members of our school community, including the boarding community. It should be read in conjunction with the SES PSHE Policy including Relationships and Sex Education Policy and curriculum and:

- Keeping Children Safe in Education (statutory guidance) (September 2024)
- Department for Education (DfE) (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.
- PSHE Association Guidance on Writing Your School Relationships and Sex Education (2017)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) (January 2016)
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance) (January 2015)

- Alternative Provision (statutory guidance) (January 2013)
- Mental Health and Behaviour in Schools (advice for schools) (November 2018)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (July 2017)
- Sexual violence and sexual harassment between children in schools (advice for schools) (May 2018)

Aims

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

The policy will be developed in consultation with staff, students and parents. The consultation and policy development process will be implemented as follows:

- Staff consultation: all relevant school staff will be given the opportunity to examine the draft policy and make recommendations
- Parent/stakeholder consultation: parents and any other interested parties will be contacted by the Head of Pastoral Curriculum for feedback
- Student consultation: students will be consulted via Student Council and other student voice opportunities to share with us what they want/feel they need from the School's RSE programme
- Ratification: once the final version has been drafted, the policy will be presented to Governors and ratified

Definition

RSE is about the emotional, social and cultural development of Students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

The proposed curriculum is set out in Appendix 1 but we may need to adapt it as and when necessary.

The final curriculum will be agreed following consultation with parents, Students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not feel the need to seek answers online.

Delivery of RSE

RSE is taught within PSHE education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the Philosophy and Ethics curriculum.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their individual circumstances. Particular sensitivity is given to the fact that there pupils at Stamford School belong to a range of different families (including single parent families, LGBTQIA+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) and that some children may have a different structure of support (for example: looked after children

or young carers). Children belonging to the boarding community at Stamford may also have a more complex support structure in place, which staff will be made aware of so that the RSE curriculum can be tailored to their specific needs.

When delivering RSE, sensitivity is also shown to children who may be particularly vulnerable to harm. This includes children who are LGBTQIA+ or perceived by other children to be LGBTQIA+ (whether they are or not) as they could be targeted by other children. Stamford School maintains a zero-tolerance policy towards all forms of child-on-child abuse, which includes homophobic, biphobic or transphobic abuse. The RSE programme is designed to minimise risks to children who are LGBTQIA+ by ensuring that students understand that the Equality Act 2010 is there to protect them. All students, including LGBTQIA+ students will be offered a trusted adult on the staff team (for example, their form tutor, Head of Pastoral Curriculum, designated safeguarding lead), who they can speak out to and share concerns with.

Roles and Responsibilities

The Governing Body

The governing body will approve the RSE policy and hold the Principal to account for its implementation.

The Principal

The Principal with the Senior Executive Team is responsible for ensuring that RSE is taught consistently across the SES, and for managing requests to withdraw Students from any non-statutory/non-science components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from any non-statutory/non-science components of RSE

Wherever possible, RSE will be taught by students who have opted into lesson delivery as part of their timetable allowance and appropriate training will be given to all staff. If an individual staff member has a concern about teaching RSE, they are encouraged to discuss this with the Head of Pastoral Curriculum or the Principal.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head.

A copy of withdrawal requests will be placed in the student's file. The Head will discuss the request with parents and take appropriate action.

Training

Those staff who teach RSE will receive appropriate training as required. It is expected that those staff will engage in appropriate CPD at regular intervals.

The Head of PSHE will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring Arrangements

The delivery of RSE is monitored by the Head of Pastoral Curriculum through:

- Regular training
- Student feedback
- Learning walks
- Students' development in RSE is monitored as part of our internal assessment systems.

This policy will be reviewed by the Head of PSHE and the Deputy Head (Pastoral).

At every review, the policy will be approved by the Governing Body.

Appendix 1

Please refer to the Personal, Social, Health and Economic (PSHE) Education Policy for further details.

Rationale

PSHE at Stamford School is an important aspect of our Pastoral Care System. Through a structured programme of relevant topics, every student is encouraged to develop an awareness of their role in society, now and in the future. Students are encouraged to understand and respect one another's strengths and weaknesses whilst also developing their own potential – intellectually, physically, socially, emotionally, creatively and spiritually.

Our aim is to promote all our students' self-esteem and emotional wellbeing, and we encourage them to forge and maintain worthwhile and satisfying relationships based on respect for themselves, for those at home, at work and in the wider community. PSHE nurtures our students' ability to empathise with the people they encounter, and develops their integrity and self-confidence.

"PSHE comprises all aspects of a school's planned provision to promote their students' personal and social development, including health and well-being"
(Preparing young people for adult life, DfE 1999)

Through the delivery of the PSHE curriculum, we take into consideration protected characteristics set out in the Equality Act 2010, such as age, ability, readiness and cultural backgrounds of students.

Topics covered in KS3 and 4 include:

Year 7

Health and Wellbeing: Transition and Safety, Health and Puberty.

Living in the Wider World: Developing Skill and Spirations, Financial Decision Making.

Relationships: Diversity, Building Relationships.

Year 8

Health and Wellbeing: Drugs and Alcohol, Emotional Wellbeing.

Living in the Wider World: Community and Careers, Digital Literacy.

Relationships: Discrimination, Identity and Relationships

Year 9

Health and Wellbeing: Peer influence, substance use and gangs, Healthy Lifestyles.

Living in the Wider World: Setting Goals, Employability Skills.

Relationships: Respectful Relationships, Intimate Relationships.

Year 10

Health and Wellbeing: Mental Health, Exploring Influence.

Living in the Wider World: Financial Decision making, Work Experience.

Relationships: Healthy Relationships, Addressing Extremism and Radicalisation.

Year 11

Health and Wellbeing: Building for the Future, Independence.

Living in the Wider World: Next Steps

Relationships: Communication in Relationships, Families.

PSHE Curriculum Overview in the Sixth Form

Aims

- PSHE in Years 12-13 builds on the programme in Years 7-11.
- The following topics are covered during Sixth Form:
 - *Health and Wellbeing:* Mental Health and Emotional Wellbeing, Healthy Choices and Safety, Independence.
 - *Living in the Wider World:* Readiness for Work, Planning for the Future, Next Steps, Financial Choices.
 - *Relationships:* Diversity and Inclusion, Respectful Relationships, Intimate Relationships, Building and Maintaining Relationships.
- The general aims are to continue to:
 - Develop the skills necessary to improve pupils' own learning and performance including self-assessment and target setting.
 - Encourage them to take responsibility for their academic progress and choices.
 - Provide a sound basis for them to make informed choices about their own life and social issues, to cope with peer pressure and to take responsibility for themselves and their actions.
 - Promote attitudes, practices and understanding which are conducive to a healthy lifestyle.
 - Develop a better understanding of the community and world around them.
 - Develop a desire to help the school/community.
 - Prepare them for life beyond school.

Stamford School Relationships & Sex Education Policy

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