



Relationships and Sex Education (RSE) Policy

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1. Statutory Regulations and Guidance

This policy has been developed based on the statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)* and takes **Plan your relationships, sex and health curriculum**

Teaching of RSE at Trinity School will 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.

This policy is to be read in conjunction with:

- Safeguarding and Child Protection Policy
- Allegations of Sexual Violence and Sexual Harassment Between Pupils
- Drugs and Alcohol Policy
- Online Safety Policy
- Personal Development Policy
- Visiting Speaker Policy
- Special Educational Needs and Disabilities Policy

2. Policy availability to parents and carers

The policy will be available to students and parents through the school website and hard copies will be made available on request.

3. Aims and Objectives

RSE, as part of Trinity's Personal Development curriculum, is vital to the health and wellbeing of the young people in our school. The content is designed to help them deal with the social, moral and health-related issues that arise in their lives, and to help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals and members of society. Effective RSE is a key component in our approach to safeguarding our pupils through the curriculum.

We strive to ensure that every student feels known, valued and understood, and is able to excel. We aim to encourage the development in each student of self-discipline, responsibility, physical and emotional wellbeing, moral and spiritual values, and consequently the highest possible standards of behaviour, confidence in themselves and consideration for others. We aim to do this working in close and effective partnership with parents and carers.

4. Rationale and Values

We define 'Relationships and Sex Education' as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Its aim is to equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

We believe it is important to address this area of the curriculum because students have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. The programme contributes to protecting children and young people by addressing national and local health priorities. The programme also acts to protect children and young people from abuse and exploitation. It provides a comprehensive body of knowledge and understanding about sexual health allowing individuals to manage fertility and avoid infection. As such, aspects of RSE are a statutory entitlement for young people at Key Stages 3 and 4.

Through covering these topics in a sensitive and open way, and in conjunction with the rest of Trinity School's Personal Development curriculum, we aim to instil character traits including belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

5. Delivery of RSE Lessons

The delivery of lessons on RSE topics is overseen by the Head of PD and carried out by a team of experienced teachers.

The teaching of the most sensitive topics (eg those on sexual health) will be delivered by the Head of PD and/ or the School's Lead Nurse, both of whom have undertaken additional training in this area.

The RSE programme will be taught through a range of teaching methods as outlined in the Teaching and Learning policy. Our programme recognises that young people will bring prior learning and real-life experiences to their lessons. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students.

We will ensure that all RSE sessions remain positive in tone by setting clear expectations at the beginning of the year and reinforcing them at the start of each topic. Behaviour will also be managed according to the Behaviour and Sanctions policy. As per the Antibullying Policy, there will be a zero tolerance approach to sexist, racist or homophobic language.

Students' questions will be answered by teachers honestly but not by referring to personal experience. Answers will endeavour to reflect different sides of an argument, if the topic is one of debate. Staff are to provide information and guidance but not instruction.

Students who have been withdrawn from RSE lessons may still ask questions to staff. These questions will be answered with same guidance as above. Although students will be encouraged to speak with their parents/carers regarding the conversation, they will not be made to do so. The approach to confidentiality follows safeguarding guidelines as does any other academic or pastoral conversation with a pupil.

5.1 Visiting Experts

Visiting experts may address some of the topics in RSE, such as online safety, and related health topics such as drugs and alcohol education.

Speakers will go through the normal vetting process (as outlined in the School's Visiting Speaker Policy). In addition, the Head of PD will discuss the details of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. This will include reviewing the materials the visitor plans to use as well as the lesson plan in advance, so that she is assured it meets the full range of pupils' needs (e.g. special educational needs).

This discussion will also be used to agree how confidentiality will work in any lesson and to ensure that the visitor understands how safeguarding reports should be dealt with in line with school policy.

6. Learning Outcomes

As per DfE guidance (*Relationships, Sex and Health Education in Secondary schools – 2019*), the teaching of RSE should allow students to have a thorough understanding of healthy relationships, in order to ensure the following:

- 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 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.
- Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.
- This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

The statutory content will be covered to ensure that by the end of secondary school, students know the following:

Topic	What Pupils Should know
Families	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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships including friendships	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 (for example, 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	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, for example 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	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	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, including sexual health	relationships, positively or negatively, for example 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 and 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 and where to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	

At Trinity we will cover these topics in PD lessons, as shown in the table below. Students' learning and understanding will be supported by related age-appropriate content covered in tutorial sessions, assemblies and the Sixth Form Diploma. We do reserve the right to address a topic with a group of students (including a whole year group) in response to an incident that occurs or issue that arises, thus allowing us to respond flexibly to the needs of our students.

Topic	Year group	Additional information
Families	3 rd Year	
Respectful Relationships	4 th Year	Friendship issues, stereotyping, and tolerance and respect are also covered in Lower School tutorials.
Online and Media	3 rd Year	Online safety is also covered in Lower and Middle School tutorials and the Sixth Form Diploma.
Being Safe	4 th Year	Consent is also covered in the Sixth Form Diploma.
Intimate Relationships and Sexual Health	4 th Year	Characteristics of positive relationships (ie friendships) also covered in Lower School tutorials. Issues around sexual health, contraception and sexual pressure are also covered in the Sixth Form Diploma.

Teaching these topics is part of an integrated Personal Development Curriculum which also includes Health Education topics, including mental wellbeing, physical health and fitness, and drugs and alcohol education.

7. Legal Context

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions.

Therefore, in keeping with the government guidance, key aspects of the law relating to sex which will be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Students will also be made aware of relevant level provisions when relevant topics are taught, including:

- Marriage
- Violence against women and girls
- Online behaviours including image and information sharing (including 'sexting', youth- produced sexual imagery, nudes, etc.)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism and radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

8. Monitoring, Evaluation and Review

This policy will be reviewed by the Senior Management Team and the Governor's Welfare Subcommittee biennially, or anytime DfE or ISI guidance changes.

During review periods, students and parents will be consulted as outlined below.

The Head of PD will work closely with the pastoral team to ensure the programme is targeted and timely.

Members of the PD teaching team will be observed regularly. Sharing of good practice, ideas for content and effective resources between PD teachers has will continue to be encouraged and facilitated by the Head of PD.

6.1 Student Consultation

The School's Student Councils (eg Middle School Council, Learning Council) will discuss the content of the RSE curriculum each time the policy is reviewed.

Between review periods, consultation with students takes place both formally and informally. Formally, students complete evaluations once each half term, and these are scrutinised by the Head of PD in discussion with the Director of Teaching and Learning and the Pastoral Deputy Head.

Informally there is an open dialogue between staff and students during and between lessons, as well as the use of plenary activities to evaluate lessons.

6.2 Parent's and Carer's involvement

We are committed to working with parents and carers to ensure the best educational experience for their sons and daughters. During the development and review of this policy, parents and carers will be consulted, through the mechanism of sending a draft version to all parents for their comments and questions.

Beyond these consultation periods, parents and carers are always warmly invited to contact the school directly with any queries or concerns.

Parents and carers are regularly invited to attend Parental Seminars at the school, on topics related to RSE and wider Personal Development topics such as online safety, drugs and alcohol, mental health and teenage parties.

9. Right to Withdraw Children from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School will make arrangements to provide the child with sex education during one of those terms.

At least one month prior to the teaching of sex education topics, the Head of Personal Development will write to parents of the students in the relevant year group to inform them about the upcoming lessons and ask them to respond in writing if they wish to exercise their right to withdraw their child. As per DfE advice in *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)* the Headmaster or one of his Deputies will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This conversation will cover the benefits of receiving this important education and any detrimental effects that withdrawal may have on the child, which could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was said by the teacher. It is noted that the detrimental effects may be mitigated in the parents proposed to deliver sex education to their child at home instead.

Once those discussions have taken place, except in exceptional circumstances, the School will respect the parents' request to withdraw the child. A record of the discussion and outcome will be kept by the School.

If a pupil is excused from sex education, the School's will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

10. Assessing Student Progress

Assessing student learning on RSE topics is important because it provides information that indicates their progress, and it informs the future development of the programme.

Student learning will be assessed through a range of methods, such as in class question and answer sessions, contributions to class and group discussions, the outcome of group work, quizzes and multiple-choice questions.

Young people do not pass or fail in this area of learning, grades are not assigned, and formal written reports are not produced. Instead students have the opportunity to reflect on their own learning and personal experiences, and to consider personal goals and strategies by which they might reach them. This process of reflective self-assessment has a positive impact on young people's self-awareness and self-esteem, and the consolidation of knowledge and understanding gained through these lessons.

11. Inclusion and differentiation

Our RSE and Personal Development programmes recognise that young people will bring prior learning and real-life experiences to their engagement with and understanding of these topics. Our programmes respect and build on these, taking into account the needs of our students and allowing for students' different abilities, levels of maturity and personal circumstances. This may include their own sexual orientation, gender identity, faith or culture, or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. We recognised that a student's personal identity and their individual concerns may change over time and, in any of these areas, may be emerging or not yet considered and that all of this will depend on their age and maturity.

In planning lessons, teachers will consider MAT and SEND students, ensuring there is capacity for stretch and challenge, as well as support. Teachers will apply the requirements set out in students' IEPs

to the teaching and assessment of work in these lessons (please refer to the Trinity School Special Educational Needs and Disability Policy).

12. Tolerance, Respect and Equality

The teaching of RSE at Trinity School will take account of social issues such as everyday sexism, misogyny, homophobia and gender stereotypes, and will form part of the positive action necessary to continue to build a culture where these are not tolerated by students or staff. Any occurrences will be tackled by staff, and referred to the pastoral team as per the Antibullying Policy and the School Rules.

In teaching RSE, and in their wider interactions with students, staff will make clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up, as stated in the Safeguarding and Child Protection Policy and the Allegations of Sexual Violence and Sexual Harassment Between Pupils Policy.

In line with DfE advice (*The Equality Act 2010 and schools May 2014*), in the development of this policy and in the planning and delivery of lessons, due regard has been and will continue to be paid to equalities implications. Protected characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity), have and will continue to be considered during the planning and teaching of RSE topics. This will mean, for instance, that efforts will be made to ensure that all pupils feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There will be an equal opportunity to explore the features of stable and healthy same sex relationships, integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

13. Safeguarding

13.1 Safeguarding Topics

A range of Safeguarding topics arise in the teaching of RSE. Covering these topics will help students understand a variety of risks, so as to better protect themselves and/or seek help. Equally, they may bring up concerns that students need to share (see sections 13.2 and 13.3 below).

13.1.1 Grooming, exploitation and abuse

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour will be addressed sensitively and clearly.

13.1.2 Female Genital Mutilation

Age appropriate content will be included on the topic of female genital mutilation (FGM), including the physical and emotional damage caused, where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.

While the majority of Trinity students are male, and therefore not at personal risk of FGM, they may have sisters, cousins, other family members or friends who are. Equally, later in life, they may become fathers to daughters. Therefore, an understanding of this topic is important for all Trinity pupils.

13.1.3 Unhealthy or abusive relationships

As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.

Teachers will be mindful that for pupils who are or have experienced unhealthy or unsafe relationships

at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support

13.1.4 Online Safety

Internet safety will also be addressed. Pupils will be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues.

Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. The risks of harmful content will be discussed as part of the RSE course and in the wider Personal Development curriculum.

13.2 Safeguarding Concerns or Disclosures

The subject matter covered in RSE lessons, particularly that outlined above may encourage young people to disclose concerns about themselves or others. Equally, the behaviour or comment made by a student in a lesson may give a teacher cause for concern.

In response to a disclosure by a child or their own concern about a child's behaviour or comments, a teacher must contact the Designated Safeguarding Lead as soon as possible, and without discussing the concern with anyone else, as per the School's Safeguarding and Child Protection Policy.

13.3 Safeguarding Advice to Students

Given the sensitive issues raised in RSE lessons, teachers should take the following actions at the start of a topic:

- a) Let the students know what will be discussed in the upcoming lessons in advance
- b) remind students at the beginning of each topic about how to report a safeguarding concern about themselves or another young person. The advice is as follows:

This topic covers [.....], and our discussion may raise some worries for you in relation to your own safety or that of another person. If this is the case, you should tell a member of staff as soon as you can. This can be me, your tutor, your Head of Year or another teacher, it could be one of the nurses or the counsellor – you can choose.

When you tell them, they will need to tell a member of the Safeguarding team, which is [Miss Ward, Mr Powell, Mrs Geldeard and Mrs Petty]. You can decide which of these people that should be. This person will offer some advice and support, which may include sources of support outside of school. Sometimes, a concern is so serious that the police or social services need to be told. If this is the case, we will talk this through with you and explain all the options. The aim of all of this is to keep you, or the person you are concerned about, safe from harm.

If you aren't sure what to do, you can speak to a member of the safeguarding team to discuss general principles rather than a specific situation, to help you decide the best way to deal with the situation.

Policy Review Record

Author / Reviewer:	Ali Fulker Head of Personal Development Sara Ward Deputy Head (Pastoral)
Legal status:	Statutory
Date of last review:	<i>(for use from September 2020)</i>
Policy approved by:	Senior Management Team
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Date of next Review:	June 2022

By the end of Key Stage 3

Students will be able to:

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop empathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stage of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively

Students will have considered:

- The benefits of sexual behaviour within a committed relationship
- How self-concept affects their self-confidence and behaviour
- The importance of respecting differences in relation to gender and sexuality
- How it feels to be different and be discriminated against
- Issues such as the costs of early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibilities mean in relationships

By the end of Key Stage 4 Students will be able to:

- Recognise the influences and pressures around sexual behaviour and respond
- appropriately and confidently seek professional health advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about the pattern of their lifestyle which promote wellbeing
- Have the confidence to assert themselves and challenge offending behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work co-operatively with a range of people who are different from themselves
- Recognise attributes of positive and negative relationships