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	Effective Date: 6 June 2024	Version No: v1.5


SEX AND RELATIONSHIPS EDUCATION POLICY

This policy has regard to the guidance issued by the Department for Education in September 2021 entitled, ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’.

Person responsible for policy formulation, implementation, maintenance and evaluation	Mr W Boyle - Founding Head Master
Persons consulted	Mr B McCarey - Head Master Miss Natasha Smith - PSHE Co-ordinator Miss K Brown – Head of Biology Dr O Jawoniyi – Subject Lead, Religious Education Rev’d Mark Jones - Governor responsible for safeguarding and Chair of the Welfare Committee The parent body of the College
Adopted by Governors on	June 24
Date of future review	June 25

REVISION STATUS TABLE

Revision No	Effective date	Summary of Revision	Reviewed by	Date
v1.0	2 July 2014	New Policy		
V1.1	26 April 2019	Periodic review	SMT	26 April 2019
V1.2	4 March 2021	Periodic review	GWC	4 March 2021
V1.3	9 June 2022	Annual review	GWC	9 June 2022
V1.4	29 June 2023	Annual review	FGB	20 June 23
V1.5	6 June 2024	Annual review	GWC	6 June 2024

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WHAT IS SEX AND RELATIONSHIPS EDUCATION (RSE)?

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and wellbeing.


RSE is not about promoting sexual activity.

GUIDING PRINCIPLES


- All aspects of RSE are appropriate to the age and maturity of students and ensure that they have a source of reliable information and an opportunity to explore the messages they are receiving in a safe environment
- Parents will be consulted each time the RSE policy is reviewed and revised
- Staff who deliver RSE have been appropriately trained
- Students' views as to what constitutes RSE which effectively meets their needs are sought and acted upon where appropriate
- RSE is firmly rooted in the College's Personal Development programme and in its RE provision. Biological aspects of puberty, including menstruation, and human reproduction will be covered in Science.
- The College does not seek to replace the parents' role in educating their own children about sex and relationships. It does, however, recognise that in some families the issues are not openly discussed and that there is a need to ensure that all students are equipped with the correct information on sexual matters.
- RSE at the College is sensitive to the needs of individual students irrespective of their religion, disability, educational needs, ethnic or national origin, sex, gender identity, sexual orientation or whether they are looked after children

CORE PRINCIPLES OF THE TAUGHT PROGRAMME

- The objective of RSE is to help and support young people through their physical, emotional and moral development
- Effective RSE is essential if young people are to make responsible and well informed decisions about their lives

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- Students will be taught the difference between healthy and unhealthy relationships, and will learn how to recognise and avoid exploitation and abuse
- Forming a loving and mutually supportive relationship is healthy and sex is a normal and enjoyable part of human experience – it is not something to be treated lightly but nor is it something dirty about which one should feel shame or embarrassment
- Students will be taught about the nature and importance of marriage for family life and bringing up children whilst recognising that there are mutually supportive relationships outside marriage
- Students will be given accurate information to enable them to understand difference and respect themselves and others and for the purpose of preventing and removing prejudice
- Students will learn to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health
- Students will learn about sexually transmitted infections, their prevention and treatment, and contraception, and how they can obtain advice in relation to these
- Students will learn about the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood
- Students will understand the law in relation to sexual activity, including the use of modern technology and how the police may respond to any incident of either physical or cyber sexual activity and the taking, possession and/or sharing of images
- Students will learn about the harmful effects of pornography and the over sexualisation of society
- Students will learn about the risks to their emotional and physical wellbeing and safety and their personal reputation when using the internet
- Students will become critically aware of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media
- Teachers will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support to all students regardless of their emerging sexuality. There will be no direct promotion of sexual orientation.

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Several members of the College staff have attended training from Stonewall and other providers in how to support LGBT+ students.

AGE APPROPRIATE TOPICS

Age 11-13


At this age most young people will be entering puberty and will be interested in hormones, how they will be affected by them, the menstrual cycle, wet dreams, erections, fertility, pregnancy – how it can be avoided, and safer sex. They will also be wondering if their physical development is ‘normal’. They will want to know about the difference between sexual attraction and love and whether it is normal to be attracted to or in love with someone of the same gender. Young people will be asking questions about relationships, when is the right time to have sex, how to avoid pressure and where they can get more information if they need it, including the best websites, confidential services etc. Learning about the relationship between self-esteem and body image and how to challenge negative messages from peers, the media and society is also important.

Age 14-16

At this age some young people will either be sexually experimental or know friends who are. They will be interested to know what they should expect of a partner and how to talk to them. They will need more information on contraception, sexual health and how to access services. They will want to know about different types of relationships and homophobia. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will start to ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. They will also be interested in other influences on sexual decision making such as the law, different cultures and religious beliefs, pornography, the media and the effects of drugs and alcohol. Learning about the relationship between self-esteem and body image and how to challenge negative messages from peers, the media and society is also important.

Age 16-19

At this age young people are at the legal age of consent and many, but not all, will be in intimate relationships and will be interested to know about the challenges of long-term commitments and the qualities needed for successful loving relationships. They will be interested in what issues can be difficult to talk about in intimate relationships, for example sexual pleasure and contraception and how this can be addressed. They will be interested to know more about being gay, lesbian, bisexual or transgender. Young people at this age will need more information on sexual risk, pregnancy, sexual health, fertility and infertility. They

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will be keen to discuss gender stereotyping, violence, exploitation, the law, and discrimination. Learning about the relationship between self-esteem and body image and how to challenge negative messages from peers, the media and society is also important.


SAFEGUARDING

Where a teacher discovers that a student under 16 is sexually active, wherever possible, they should try to persuade the student to talk to their parents. The student should be sent to the medical centre to be informed about contraception and STIs. The student should also be reported to a member of the safeguarding team who will establish whether or not parents, Children’s Services or the police need to be informed. College staff must always bear in mind that whilst sexual activity is legal over the age of 16, students at the College are subject to child protection policies until the age of 18. It must also not be forgotten that all because the student is over 16, the relationship could still be exploitative or dangerous.

TEACHING STRATEGIES FOR RSE

Both teachers and students need to develop confidence in talking, listening and thinking about RSE. Teachers may need to overcome their own anxieties and embarrassment to do this effectively. In order to protect both staff and students, there are a number of strategies which can be employed:

- RSE will only be taught by teachers who know the students in the class and with whom a positive relationship has been established
- RSE will be positioned in the Scheme of Work at appropriate times of the year so as to allow a positive working relationship between staff and students to be established
- Ground rules will be established with students
 - No one (teacher or student) will have to answer a personal question
 - No one will be forced to take part in a discussion
 - Only the correct names for body parts will be used
 - The meaning of words will be explained in a sensible and factual way

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- Teachers will be trained in how to teach RSE and how to deal with unexpected or inappropriate comments or questions from students
 - Training may be provided by team teaching with a more experienced colleague who has been trained
 - Training may be provided by external sources
 - If a question is too personal, the teacher should remind students of the ground rules
 - The teacher may refer someone to the school nurse for answers to questions
 - If a teacher is concerned that a student is at risk of sexual abuse or harm from participation in sexual activity, the safeguarding team must be consulted
- The content of and materials used in the RSE programme will be age appropriate and reflect the College’s broadly Christian ethos

WORKING WITH STUDENTS

Consultation and involvement of students in RSE is crucial if teaching is to meet their needs and address the issues they face. Without such engagement, teachers are left to ‘guess’ what is needed. Students will therefore be engaged in a needs assessment and evaluation of the College’s current provision each time this policy is reviewed.

WORKING WITH PARENTS

Parents are the primary source of information on sex and relationships for their children. However, many parents find it difficult to talk to their children about sex and relationships. Some boarders may not have the same opportunities to discuss sex and relationships with their parents. The College, through its sex and relationships programme, aims to ensure that all of its students have sufficient information to make informed decisions and protect themselves from unplanned parenthood and sexually transmitted infections. The College’s approach to RSE

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therefore complements and supports parents rather than usurp or remove their role in educating their children about sex and relationships. Parents are consulted each time the College’s RSE policy is reviewed.

RSE is compulsory in secondary schools. Parents have the right to request that their child is withdrawn from the sex education part of the programme, but not from the relationships and health education elements, including puberty and reproductive health aspects of Biology. Parents who wish to withdraw their child from the sex education part of the programme should put their request in writing to Mr W Boyle, the Founding Head Master – w.boyle@holyporthcollege.org.uk Before granting a request, it is considered to be good practice for the College to discuss the request with parents and, as appropriate, with the child to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. Good practice also includes the College discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. Only in exceptional circumstances would the College not respect parental wishes for a student under the age of 16. Once that student turns 16, the College will provide sex education for them if they request this.

WORKING WITH THE WIDER COMMUNITY

Medical centre staff at the College are authorised to give students full information about different types of contraception, including emergency contraception and their effectiveness. In the context of RSE lessons, those staff delivering the lessons may also answer questions and provide information. All other staff should direct students to the medical centre where the College’s own medical staff can provide information. The medical centre at the College is bound by medical confidentiality in cases where students are deemed to be Gillick Competent. College staff should be cautious about prolonged or repeat conversations about sexual matters with an individual student and should raise any concerns they have with a member of the safeguarding team.

Delivery of RSE is not the sole responsibility of schools. Elements of RSE are also provided by a range of people in the wider community including health professionals, social workers, youth workers, peer educators and visitors. People in the wider community have much to offer at all levels of planning and delivering RSE, bringing a new perspective and offering specialised knowledge, experience and resources. The College engages with external services in order to deliver training to staff, source appropriate materials, lesson delivery and, where appropriate, one to one counselling. When teaching in the College, partner agencies are subject to the College’s RSE policy. However, when they are in their professional role, such as a school nurse in a consultation with an individual student, they should follow their own professional codes of conduct, irrespective of who is paying them. Visitors to the

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College have a discrete role and responsibility for providing RSE both formally and informally. They must complement but never substitute or replace planned provision.

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Careful consideration will be given to how best to teach young people with SEND. In the majority of cases, the taught programme will meet their needs. In a minority of cases, and often as part of the Education, Health and Care Plan provision, specialist advice may be sought from partner agencies to personalise provision where this is necessary.

MONITORING AND EVALUATION

The implementation of this policy will be overseen by the Founding Head Master. The PSHE Co-ordinator, Head of Biology and Head of RE will report to the Founding Head Master the effectiveness of the taught programme in their departments. Students will also be consulted as part of a monitoring process to ensure that students' needs are being met.

ANNEXE 1

WHAT OUR STUDENTS WILL BE TAUGHT

Below, you will find the key messages that our students will be taught during their time at Holyport College. As noted throughout this policy, topics are covered at age appropriate times.

For details of the taught curriculum for each year group in Biology, Religious Studies and Personal Development, please access our website using the following link


<http://www.holyportcollege.org.uk/school-life/academic-curriculum/>

Changing adolescent body

Pupils should know

- Key facts about puberty and the changing adolescent body, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle

Families

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Pupils should know

- 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

Pupils should know

- 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.

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Online and media

Pupils should know

- 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


Pupils should know

- 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

Pupils should know

- 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.

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- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- 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.