

MAGDALEN COLLEGE SCHOOL

Policy on Relationships and Sex Education (RSE) Statutory Policy – Biennial Review

GOVERNORS' EDUCATION & WELFARE COMMITTEE

<i>Date next due for review by committee</i>	<i>Review by committee</i>	<i>Any changes YES / NO</i>	<i>Approved by Full Governors</i>
	19 June 2007 (Curriculum Committee)	Yes	5 July 2007
Remit for policy moved to Student Home and Community Committee			
June 2008	Nov 2009	No	n/a
No 2010	Nov 2010	Yes	7 Dec 2010
Nov 2011	Nov 2011	No	6 Dec 2011
Nov 2012	Nov 2012	NO	N/a
Nov 2013	12 th Nov 2013	No	N/a
Nov 2014	18 th Nov 2014	Minor amend	n/a
Policy assigned to the Education and Welfare Committee 26 th January 2016			
Nov 2015	26 Jan 2016	Minor amend	n/a
Jan 2018	17 April 2018	Minor amend	n/a
April 2020	28 April 2020	Yes	n/a
April 2022	3 May 2022	No	n/a
April 2024	24 Sept 2024	No	n/a Adopted by Committee on 24 Sept 2024
Sept 2026			

MAGDALEN COLLEGE SCHOOL

Policy on Relationships and Sex Education (RSE)

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A – What are the aims of Relationships and Sex Education?

1. Magdalen College School believes that relationships and sex education (RSE) is important and is an entitlement for every student. It is an integral part of each student's emergence into adulthood. We will promote personal responsibility in all forms of behaviour; build self-esteem; promote respect and consideration for others; provide support and information for young people and their parents. The overall purpose of this policy is to communicate clearly to staff, parents, visitors and students the manner in which relationships and sex education will be delivered in this school.
2. This policy covers Magdalen College School's whole school approach to Relationships and Sex Education (RSE). The specific aims of this policy are:
 - a. To inform staff, parents/ carers and governors about the school's statutory responsibilities regarding the delivery of Relationships and Sex Education (RSE).
 - b. To define RSE and outline curriculum content.
 - c. To provide a clear understanding of how RSE will be delivered monitored, reviewed and evaluated.
 - d. To set out the rights of parents to withdraw pupils from Sex Education and the process teachers should follow in considering a request from a parent.

The information included complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017 and due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

B – What are the statutory requirements?

3. The Government has made it a requirement that all secondary schools in England teach relationships and sex education (RSE) for secondary pupils from September 2020. From this time, it will also be compulsory to teach health education and PSHE. All aspects of the Act are to be implemented in all schools in England, including academies.
4. The statutory core themes of RSE curriculum content include:
 - i. Families
 - ii. Respectful relationships, including friendships
 - iii. Online and media
 - iv. Being safe
 - v. Intimate and sexual relationships including sexual health & gender identity
5. The core themes of the Health Education curriculum include
 - vi. Puberty and the changing adolescent body
 - vii. Physical and emotional changes

C - What is Relationships and Sex Education; what is covered?

5. RSE is defined as teaching and learning necessary for pupils to embrace the challenges of creating a happy and successful adult life, the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils are also taught how to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts, including on-line.
6. We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE curriculum is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We are also committed to an RSE that makes every pupil feel valued and included and is relevant to him or her. This means we are committed to an LGBT+ inclusive, SEND inclusive curriculum, and are mindful of the SEND Code of Practice 2014 when planning for this subject.
7. The religious and cultural background of all pupils are considered when teaching RSE. We take a positive, inclusive and affirmative approach that accepts children's and young people's experiences and enables them to be explored sensitively.
8. To meet the aims outlined in the DfE Relationships Education, RSE and Health Education Guidance, we will equip our pupils to build positive relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:
 - a. realise their health (including sexual health), wellbeing and dignity
 - b. build self-esteem and self-worth
 - c. explore and value their personal and sexual identity and the personal/sexual identities of others
 - d. understand and make sense of the real-life issues they are experiencing in the world around them

- e. manage and explore difficult feelings and emotions
 - f. consider how their choices affect their own wellbeing and that of others develop as informed and responsible citizens
 - g. understand and ensure the protection of their rights throughout their lives.
9. RSE at Magdalen has been divided into three main elements:
- a. Attitudes and values, including:
 - i. Learning the importance of values and individual conscience and moral considerations.
 - ii. Learning the value of family life, marriage, and stable and loving relationships for the nurture of children.
 - iii. Learning the value of respect, love and care.
 - iv. Exploring, considering and understanding moral dilemmas.
 - v. Developing critical thinking as part of decision-making.
 - b. Personal and social skills, including:
 - i. Learning to manage emotions and relationships confidently and sensitively.
 - ii. Developing self-respect and empathy for others;
 - iii. Learning to make choices based on an understanding of difference and with an absence of prejudice.
 - iv. Developing an appreciation of the consequences of choices made.
 - v. Managing conflict.
 - vi. Learning how to recognise and avoid exploitation and abuse
 - c. Knowledge and understanding, including -
 - i. Learning and understanding physical development at appropriate stages, which is also covered in our Science curriculum.
 - ii. Understanding human sexuality, reproduction, sexual health, emotions and relationships.
 - iii. Learning about contraception and the range of local and national sexual health advice, contraception and support services.
 - iv. Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and the avoidance of unplanned pregnancy.

D - How is RSE taught, monitored, reviewed and evaluated?

10. The delivery of RSE and Health education is the responsibility of the post-holder for PCSHE, under the line management of the Assistant Head-Teacher - Curriculum.
11. Magdalen College School recognises it is best practice for RSE and Health education to be taught as part of a broader PCSHE curriculum, to help pupils to develop the skills, knowledge and personal attributes they need to manage their lives. Content is mapped between PCSHE and other subjects such as science, PE, computing and citizenship to complement and not duplicate delivery.
12. At KS3, a Magdalen teacher teaches students RSE and Health Education in timetabled mixed gender PCSHE classes. At KS4 and in the sixth form, PCSHE is delivered through Extended Learning Days and through tutor time activities and assemblies. These lessons at KS4 and for the sixth form are taught either by Magdalen teachers or by specialist external

providers, depending largely on content. These may be mixed gender or single gender groups depending again on context.

13. External visitors may be invited into school to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school. A teacher will always be present throughout these lessons to monitor content and delivery, and to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have. Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy. We will also ensure that:
 - a. There is appropriate planning, preparatory and follow up work for the session
 - b. The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.
 - c. They will also be made aware of any specific issues relating to child protection.
14. RSE explores a range of issues that may provoke questions from pupils. As much as possible, where a question is relevant to the whole class, it will be answered to the whole group. Questions are answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons. School staff should not answer personal questions about themselves or ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We also believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.
15. Teachers are to ensure that ground-rules are agreed within RSE lessons for each class. This ensures a safe environment for group discussion and exploring the topics. Information given, and views expressed by pupils, should be treated in confidence wherever possible. It is recognised that RSE may, through use of visual resources/discussion of appropriate and inappropriate behaviour, lead to disclosure of a safeguarding issue. In such instances, the teacher will inform the Designated Safeguarding Lead (DSL).
16. SEND students are supported in accessing RSE provision through the utilisation of the same resources used to support learning in other subjects.
17. The monitoring, review and evaluation of the RSE programme will be achieved at a number of levels. Firstly, provision will be monitored by the Subject Leader through sampling of lesson plans, classroom observations and the sampling of students work, and through feedback from teachers and pupils. This will ensure the quality of provision, and provide information for the development of lessons on topical issues such as 'county-lines', knife-crime, online pornography, sexting and staying safe online. The Senior Leadership Team as part of their routine quality assurance monitoring will also monitor RSE provision. Additionally, an annual RSE report is to be made to Governors for review and evaluation.
18. This policy is available on the school's website to parents and other interested parties.

19. This policy is reviewed and amended biennially to ensure it is in line with current Government guidance and legislation and to ensure our RSE programme continues to meet the needs of our pupils – Governors then approve this.

D - Can I withdraw my child from RSE lessons?

20. As outlined within the Statutory Guidance, parents/carers have the right to withdraw their children from all or part of Sex Education delivered as part of statutory RSE taught through the PCSHE curriculum, 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, arrangements will be made to provide the child with sex education during one of those terms.

21. A child cannot be withdrawn from sex education as delivered through the Science National Curriculum. There is also no right to withdraw from Relationships Education or Health Education.

22. In most circumstances, before granting such as request the Leader of Learning or Subject Leader will speak with the parents and, as appropriate, the child. This is to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, the benefits of receiving this education and the detrimental effects that withdrawal may have on their child.

23. Except in exceptional circumstances, once this discussion has taken place the child will be withdrawn. In its place, the child will receive appropriate, purposeful education. This process is the same for pupils with SEND

E – Further information & other links

This policy has been developed in accordance with the principles established by the following: *Children Acts 1989, 2004, 2014; DfE RSE guidance 2000; The Academies Act 2010; SRE for the 21st century supplementary advice DfE (0116/2000) 2014; 'Working Together to Safeguard Children' 2015; 'Keeping Children Safe in Education' 2016; the PSHE Association curriculum guidance 2018-19.*

Additionally, guidance has been found at:

- <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)