
RELATIONSHIP AND SEX EDUCATION POLICY

RATIONALE AND ETHOS

Relationship and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Learning about RSE in PSHEE will complement learning in Biology, Citizenship and Divinity. The former focuses on an understanding of the biology involved whilst the latter two support the fundamental tenets of what makes a relationship positive.

Thus, we define 'Relationships and Sex Education' as any opportunity taken to improve a pupil's knowledge of forming relationships; understanding their body, their feelings and attitudes towards others; keeping safe by looking after their sexual health; and understanding who they can turn to for help in these matters in an age-appropriate way. Our approach develops these ideas over five years.

We believe it is important to address these topics because they engender lifelong interpersonal skills; keep pupils mentally and physically healthy; reduce misinformation and opportunities for pupils to tease each other. We encourage positive decision making and an understanding of the importance of consent.

This Policy covers our School's approach to RSE as delivered through the PSHEE programme. It has been written by the Deputy Head Pastoral, through consultation with the Head of PSHEE. It is reviewed annually.

AIMS

The School's overarching aim and objective for our pupils is to enable them to become well-rounded individuals who are empathetic to people's needs and who can create positive relationships.

We aim:

- To support the personal, physical, psychological, cultural, moral and spiritual development and well-being of pupils.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To provide information and understanding about different kinds of loving sexual relationships, the nature of sexual orientation, sexual identity and gender, the process of human reproduction, the value of marriage and stable relationships for family life and bringing up children.
- To provide facts about sex, the law, sexuality, sexual health and gender identity.
- To increase pupils' awareness of the value and enjoyment of relationships based upon mutual respect, responsibility and sensitivity towards the needs of others, and pupils' understanding of the importance of fidelity.
- To educate pupils about the consequences, precautions and risks associated with sexual activity, providing them with information about where to source help, advice and support relating to these issues if they need it.

ROLES AND RESPONSIBILITIES

The programme is led by the Head of PSHEE and delivered by Tonbridge School staff and external speakers. It is supported by medical staff, tutors and other staff when required.

This Policy should be read in conjunction with the policies listed below:

- Safeguarding Policy;
- Tonbridge School Ethos and Aims Policy;
- Online-Safety Policy;
- Behaviour, Rewards and Sanctions Policy;
- Acceptable Use of Computers Policy;
- Mobile Phone Use Policy;
- Emerging Technologies and Use of New Media Policy;
- Discrimination and Equal Opportunities (For Boys);
- Anti-bullying Policy;
- Cyberbullying Policy;
- Pastoral Care Policy;
- Philosophy of Care Policy;
- PHSEE Policy;
- SMSC Development of Pupils Policy;
- Statement of Boarding Principles;
- Special Educational Needs and Disability Policy;

This Policy also takes into account the following legislation and guidance:

- The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 under sections 34 and 35 of the Children and Social Work Act 2017;
- Keeping Children Safe in Education (2020);
- Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. of The 1996 Education Act and the updated Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance for schools in England. (Sept 2019)
- Equality Act 2010;
- The Education (Independent School Standards) Regulations 2014;

COURSE CONTENT

The programme promotes the values of the School, which specifically include:

- Mutual respect
- Communication of feelings
- Tolerance
- Consent

The programme aims to benefit pupils' interpersonal skills, openness, trust, understanding of equality, happiness and Christian values. With the specific content of:

- Families
- Respectful Relationships, including Friendships.
- Online and Media
- Being Safe
- Intimate and Sexual Relationships, including Sexual Health.

Some elements of RSE are taught through in Biology, Citizenship and Divinity. The former focuses on aspects of Intimate and Sexual Relationships, including Sexual Health, whilst the latter two support aspects of Families, Respectful Relationships, including Friendships.

The contents and timings of how RSE is covered within Tonbridge is highlighted in the table below:

Group	Topic	Who	Forum (Assembly, Activity, Talk, Seminar ...etc...)	Summary
Novi	ABC The importance of respect	RTS	Assembly	How we should be treating others within the School and beyond.
	RSE	It Happens	WAA	Relationships, is there a normal?
	Tolerance and acceptance	CCC and SXS	Assembly	Tolerance and acceptance, mainly focusing on LGBTQ+.
	Sexual health and relationships	BP	WAA	Sexual health, including Q&A.
	Online behaviour	JASM	WAA	How to interact with people online.
	Socials: How to behave	JHM	Assembly	Expectations of behaviour, online behaviour and how to talk to girls.
2nd Year	What it means to be a Man	FJA	Seminar	Masculinity through history and looking forwards, traits of men, which ones are beneficial for all?
	Consent	JHM	Assembly	Relationships – what is consent, the law, sexual health.
	FGM	JHM	Assembly	What it is, what to do, why it is important we talk about it.
	Evolution and Similarities	PMR	Seminar	What makes us individuals (biological perspectives). Why we should not differentiate based on these differences.
	Breast ironing	JHM	Assembly	What it is, what to do, why is it important we talk about it.

	Socials: How to behave	JHM	Assembly	Expectations of behaviour, online behaviour and how to talk to girls.
	Everyday Sexism	Everyday Sexism Project	Seminar	Equality, the benefits to both men and women and busting the myth of men V women.
	Diversity	Simon Fanshawe	Seminar	Celebrating difference and diversity
	Citizenship	KEM	Assembly	The rights and responsibility of all UK citizens and world citizens. Equal voting rights and the absence of in other countries.
	Cancer	AGM	Seminar	Overview of, women's and men's cancers, prevalence and men's support.
	Pornography	It Happens	Seminar	Pornography and its effects, attitudes to women and consent
	Living with HIV	Emma Cole	Seminar	Public perception and what it's like to live with HIV.
3rd Year	RSE	It Happens	Seminar	Consent, the Law, Sexual health, Porn, who to talk to, local sexual health services.
	RSE	Beyond Equality	Seminar and workshops	Tolerance, Masculinity, Gender Equality, LGBTQ+ rights, gender-based violence,
	What Feminism can do for you.	JMWR/CCC	Seminar	Gender equality, history of gender inequality, women's lib, consent.
	Transgender in the UK	Rikki Arundel	Seminar	Tolerance, equality, LGBTQ+ rights.
L6th	LGBTQ+ Rights	Peter Tatchell	Seminar	Tolerance, equality.
	Feminism & Gendered Social Conditioning	Stephanie Davies-Arai	Seminar	Gender-stereotyping, representations of women and men in the media, social conditioning
U6th	Consent	RAP project	Symposium	University parties, gaining consent and the effects of alcohol of consensual sex.
	Sex and relationships at University	It Happens	Symposium	Sex, relationships, consent, adolescent brain, accessing services, long term relationships and fertility at University and beyond.
	Navigating University Life	OT panel	Symposium	OTs sharing their experiences and asking question including about consent and relationships.
Parents	RSE	It Happens	Parents' Pastoral	What the boys get taught and what sort of conversations should you be having with your

	Boys' Mental Health	Dick Moore/ Charlie Waller Foundation	Conference Parents' Pastoral Conference	son(s) and when. The challenges of being a man and getting help with mental health.
	Pornography	Mary Sharp	Parents' Pastoral Conference	What teenagers are watching and how it changes their expectations and wellbeing.
	The Party Scene	Julie Johnson	Parents' Pastoral Conference	Adolescents, growing up, how to approach parties, alcohol, sex, pitfalls, practical advice and the conversations to be having.

LEARNING OUTCOMES

The RSE policy should enable pupils to 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 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

- 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.

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 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 prison.
- 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 relationships, including sexual health.

- 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.
- 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/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.

CONSULTING PARENTS

We are committed to working with parents and carers. The School believes that the prime responsibility for bringing up children rests with the parents. Parents are the key figures in guiding their children to cope with the emotional, physical and psychological aspects of growing up and in preparing them for the challenges, responsibilities and fulfilment which sexual maturity brings.

Through its sex education programme, the School has a role complementary with and supportive to that of the parents. The School actively welcomes the contribution of parents' views about the content of the sex education curriculum and the nature of its delivery, through parents' forums and workshops. We will offer support by having Parents' Pastoral Evenings at which we will notify parents when particular aspects of RSE will be taught.

We will have dedicated presentations through the Parents' Pastoral Conference about RSE and parents are encouraged to discuss issues with House staff or can visit the School Medical Centre to discuss issues and gain advice.

Parents are welcome to express their opinions at any point and can contact the Head of PSHEE or the Deputy Head Pastoral with any concerns that they may have.

THE RIGHT TO WITHDRAW A CHILD

Parents or carers cannot withdraw a child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If parents do not want their child to take part in some or all of the Sex Education lessons delivered between Years 9-10 (Novi and Second Year), they can ask that they are withdrawn. A request for withdrawal from Sex Education lessons would need to be made to the Headmaster.

The Headmaster will then consider this request and discuss it with parents, and will grant this in all but exceptional circumstances, up until three School terms before a child turns 16. At this age, any child can choose to receive Sex Education if they would like to, and the School would arrange for the pupil to receive this teaching in one of those three terms (unless there are exceptional circumstances).

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Materials which will be used in the School's RSE Programme can be seen by parents in School on request from the Head of PSHEE.

EQUALITY

We ensure equality by giving boys the facts so that they can make up their own mind based on their own experience and history. We will answer their questions by framing the answer in the context of our diverse society's views as well as how the School views an issue and how it can provide support.

We have a zero-tolerance approach to any form of bullying or discrimination. Housemasters share information on pupils where there is a concern. We will review this policy every year or in light of any substantial issues that are brought to our attention.

The programme will be taught to engender life skills in decision making, identifying a situation in a hierarchy of importance and thereby eliciting an appropriate response.

PROCEDURES FOR MONITORING AND EVALUATION

We will involve pupils by gaining feedback through the Upper and Lower School Councils, discussions in tutor sessions, as well as encouraging parents to discuss RSE issues at home.

We will monitor the effectiveness by conducting surveys and discussions in small focus groups. This information will then be used to plan the content and delivery of future years PSHEE programme.

We identify pupils' different starting points by anonymously surveying boys before, during and after many of the talks.

We will respect pupils' unique starting points by providing learning that is in small groups where discussion is managed in a respectful way that encourages pupils to be open minded. Pupils are expected to be respectful of one-another's differences; as outlined in our Behaviour Policy.

REVIEW OF THIS POLICY

The Head of PSHEE and Deputy Head Pastoral will meet every fortnight to review the PSHEE and RSE provisions. The Deputy Head Pastoral will meet the Lower Master every fortnight and PSHEE and RSE will be part of these discussions. This Policy is reviewed annually by the Deputy Head Pastoral in conjunction with the Head of PSHEE, the Lower Master and the Second Master.

ANNEX A: ADVICE FOR STAFF ON DELIVERING PSHEE MATERIAL

Pupils are encouraged to ask questions. Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. A set of ground rules should be used to create a safe environment and avoid unnecessary embarrassment from unintended or unexpected questions. If a question is too personal, remind the pupil of the ground rules.

Answers should never be inappropriately personal or titillating. The facts should always be presented. Responses should take into account, where there is knowledge, a boy's background.

If a question is inappropriate, staff should let the pupil know it is so and explain that the question will not be answered in a whole class setting. If a question is sensitive, then pupils can ask questions on a one-to-one basis. For RSE sessions run for the Novi during Wednesday Activities, a questions box is available for anonymous questions.

If we have any reason to believe a pupil is at risk, we are required to report it to one of the Safeguarding leads, usually the Deputy Head Pastoral, in line with our Child Protection Policy.