



Relationships and Sex Education Policy (RSE)

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The RSE Programme is a partnership between home and school, with Stonar teaching aspects across the curriculum including in science, RS, and as part of personal, social, health and economic education (PSHEE) and supported pastorally by the tutor programme and pastoral team.

Under the Equalities Act 2010 the school has a wider responsibility to strive to do the best for all pupils. Stonar recognises that pupils will have different abilities and needs based upon their emotional and physical development, sex, sexual orientation, gender identity, ethnic or natural origin, life experiences, faith or culture as well as literacy levels and learning difficulties. RSE is a key part of ensuring we meet our safeguarding obligations to our pupils and the RSE programme at Stonar is based on: the Statutory Guidance Sex and Relationship Education 2019 (by DfEE now DfE), advice from Brook (www.brook.org.uk), the PSHE Association (www.pshe-association.org.uk) and the Sex Education Forum (www.sexeducationforum.org.uk), to ensure it is taught to meet current relevant legislation and pupils needs. Further documents that inform the teaching of RSE are: Keeping children safe in education – Statutory safeguarding guidance (2021), Children and Social Work Act (2017), Education Act (1996)

- Learning and Skills Act (2000) , Education and Inspections Act (2006).

Stonar provides an age-appropriate programme which offers pupils information about the body, reproduction, sex, and sexual health as well providing essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Effective RSE teaching contributes to the spiritual, moral, cultural, mental and physical development of pupils at Stonar and prepares them for the opportunities, responsibilities and experiences of adult life. The RSE programme is developed and delivered by nurses from the Stonar H&WBC, PSHEE staff, and academic tutors and outside speakers, as appropriate.

The members of academic staff responsible for RSE are:

1. Prep School: Reception Class Teacher
2. Senior School: Teacher i/c PSHEE, working in conjunction with HWBC staff
3. Sixth Form: Head of Sixth Form, working in conjunction with HWBC staff

1) Outline of RSE Programme Content

Relationships and Sex Education at Stonar, is delivered to pupils using a staged approach in a way that is suitable for their development and maturity. The programme is designed to provide pupils with the opportunity to acquire knowledge and to develop life skills, respectful attitudes and values towards themselves and others. Across the key stages staff encourage pupils to talk openly and answer questions honestly in a way that contributes to a better pupil understanding of diversity and inclusion while fostering respectful relationships.

- KS1** Focus is families and healthy, loving relationships. These topics are covered through the PSHE Scheme of Work, assemblies and RS lessons.
- KS2** Focus remains on families and healthy, loving and stable relationships such as marriage. The topics of 'growing up' and puberty are introduced in some sessions.
- KS3/4/5** Content fits within the guidelines for the KS3&4 Science Curriculum, PSHE Association Guidelines and Statutory Guidance Sex and Relationship Education 2019 (by DfEE now DfE). KS5 builds on content covered in KS3 & 4 and prepares pupils for life after Stonar.

Where appropriate RSE lessons will be taken in single sex groups. For further information, please contact the member of staff responsible for RSE in the Key Stage you are interested in.

2) Specific Issues covered within the RSE Programme

The Sex and Relationship Education Guidance 2000 document recommends that the following specific issues should be included in the school's policy and covered in an age-appropriate RSE programme:

Puberty

1. Pupils should be prepared for puberty; they should know and understand that they will change and develop, and they should develop the confidence to manage the physical and emotional changes.
2. All pupils should be aware of processes of menstruation, conception and birth.

Relationships & Parenthood

1. Pupils should become aware that there are different types of relationships including: friendships, family relationships, intimate relationships whilst understanding the importance of stable relationships, including caring for one another.
2. Pupils will learn how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries; they will learn about peer pressure, how to manage conflict and how to recognise unhealthy relationships.
3. Pupils will gain an understanding of the responsibilities of parenthood.
4. Pupils will learn about equality, respect, sexuality and gender identity.

Self Esteem, Safety and Self Worth

1. Pupils will learn about bodily boundaries, how to stay safe, and avoid being at risk, the dangers of 'date rape drugs' and gain an understanding of on and offline safety.
2. Pupils will be aware of the impact early sexual activity can have on self-esteem and self-worth.
3. Pupils will gain an understanding of the impact appearance can have, and develop an awareness of the preconceptions this may foster in others.

Consent

1. Pupils will learn how the law applies to sexual relationships and the concept of sexual consent.
2. Pupils will develop an understanding of the difference between consenting and exploitative relationships.

Sexual Health

1. Pupils will become aware of the risks of sexually transmitted infections, and will learn about prevention, diagnosis and treatment of these diseases.

Contraception

1. Pupils will gain an awareness of the different types of contraception available, how to practice safer sex and how local sources can be accessed for further advice and treatment.
2. Pupils will learn that both parties in a relationship have responsibility for contraception and discuss ways to ensure all parties involved agree on the methods of contraception to be used.
3. Pupils will be educated about the law, their rights to confidentiality and relevant health services and organisations.
4. Pupils will become aware of the moral and personal dilemmas involved in post coital contraception and abortion, and know how to access these services and support if necessary.

Drugs & alcohol

1. Pupils will learn about limiting risk-taking behaviors; including how the use of drugs and alcohol may impair their judgment and impact on their sexual relationships.

Abuse

1. Pupils will learn how the law applies to sexual relationships including forced marriage and genital mutilation.
2. Pupils will gain an awareness of sexual exploitation and abuse, domestic violence and bullying, gender-based and homophobic prejudice, bullying and violence and exploitation.
3. Pupils will be made aware of support organisations available to help address violence in relationships.

Pornography

1. Pupils will gain an understanding of the need for safety online, the need for privacy and boundaries when using the internet and learn about the dangers of sexting.
2. Pupils will learn that some pornography – child abuse images, for example, is illegal for any age.

3) Confidentiality & Child Protection Procedures

During the course of the RSE sessions teachers may become party to sensitive information about pupils, some of this perhaps relating to illegal activity.

Teachers should explain and reinforce the need for ground rules in lessons to protect pupils from making inappropriate personal disclosures. Teachers should not offer pupils unconditional confidentiality and be clear about this when establishing ground rules with pupils; further information can be found in the school's Safeguarding Policy and Code of Conduct for Staff. Any information divulged that is likely to cause harm to pupils or to others must be dealt with in line with the school's Child Protection and Safeguarding Policy.

Teachers are not obliged to pass on information about pupils to their parents providing they have followed the procedures and policies detailed above. However, if the teacher believes a pupil is at moral or physical risk or in breach of the law, it is their duty to act in accordance with school safeguarding procedures and encourage the pupil to seek support from their parents where appropriate.

4) Child Withdrawal Procedures

Parents have the right to withdraw their children from part or all of the Sex Education provided by Stonar, beyond the Science curriculum up to and until three terms before the age of 16. The Science curriculum includes elements of sex education such as puberty and reproduction. If the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. Parents wishing to withdraw their child should contact the Deputy Head (Pastoral) or Head of Prep who will invite them in to meet with them and the Health and Well Being Centre Nursing Staff, to discuss their

request. Following the meeting, if parents still wish to withdraw their child, they will be asked to put their request in writing stating which part of the programme they wish their child to be exempt from. Pupils who are withdrawn from sex education will be provided with purposeful PSHEE work to complete in the LRC.

5) Dissemination

This policy will be made accessible to the Board of Directors and staff via the Staff Handbook, a copy is on the school website so that it is available to parents. **Parents will be emailed a copy of the policy.** Parents are fully informed about the timing and content of the course, and encouraged to enhance that part of the relationships and sex education programme provided by Stonar by having discussions at home.

6) Monitoring and review

Stonar is committed to monitoring and evaluating the effectiveness of the RSE programme. Specifically important to the relationships and sex education programme are:

- pupil feedback;
- staff review and feedback;
- parental feedback.

This policy is regularly monitored to ensure that it is working as effectively as possible. It will be reviewed bi-annually and at other times in the intervening period as necessary.

Previous Versions: November 2015, November 2017, November 2019, Oct 2021

Date for review: November 2023

Meaning of acronyms used in this policy

DfE	Department for Education
HWBC	Health and Well Being Centre
KS3	Key Stage 3
PSHEE	Personal Social Health and Economic Education
PSLT	Preparatory School Leadership Team
RSE	Relationship and Sex Education
RS	Religious Studies
SSLT	Senior School Leadership Team