



Dunottar School

# **Relationships, Sex and Health Education**

# RSE Policy

From September 2020 at Dunottar School all pupils will receive Relationships, Sex and Health Education (RSE) as laid out by the Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019.

## Introduction

Dunottar School has always included RSE in its PSHEE provision. This is seen as an integral part of supporting our pupils to learn how to become safe and healthy and to manage their lives in a positive way in this increasingly diverse world. In particular, the objective of RSE is to support pupils in learning about:

- families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- forming and maintaining caring relationships,
- the characteristics of healthy and respectful relationships, including online
- how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- intimate and sexual relationships, including sexual health.

Due care has been paid regarding the resources and lesson content being covered. Only teaching and materials appropriate to the age and development of the pupils will be used.

There is clear progression throughout the time the pupils receive RSE at our school.

This Policy is updated annually or when events or legislation require. The next review date is January 2027 or when events of legislation require.

This policy applies to all members of our school community.

Dunottar School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity policy document.

Dunottar School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document may also be inspected on the school's premises by arrangement with the School Office. Parents/carers may find this Policy on our website or request that the School Office send them a copy of this document on paper or in electronic format by e-mail.

## Teaching and Learning Objectives, Delivery and Monitoring

RSE is delivered as part of the PSHEE Programme and this Policy should be read in conjunction with that and the Schemes of Work on Firefly for each year group in parents' resources and delivery are included in the PSHEE Schemes of Work as this is seen as an integral part of the PSHEE delivery at Dunottar School. This document complements the school's policies on:

- Behaviour
- Anti-bullying
- Safeguarding
- PSHEE

Dunottar School's warrior learning behaviours also instill attributes in pupils which support the RSE education.

Lessons will be delivered in the PSHEE 55 minute sessions by teaching staff and through other events run by relevant organisations and speakers. These will be delivered in a non-judgmental, factual way which allows scope for young people to ask questions either publicly or anonymously. Teaching staff are responsible for the delivery of their topic content to all of a year group. They are supported in their resourcing and planning of a 5/6 lesson scheme of work which is repeated throughout the year using a carousel system.

Timing and resources have been considered in order to deliver a programme designed by the Head of PSHEE (Nicola Wintle), under direction from the Deputy Head (Pastoral) John Weiner. We have referred to UL Guidance as well as that of the PSHEE Association and Government statutory and non-statutory to ensure that we meet and go beyond Statutory Guidance and are following best practice.

The required outcomes of the teaching of RSE in Secondary Schools fall under the headings of: Families, Respectful relationships including friendships, Online and Media, Being safe and Intimate and sexual relationships including sexual health. Further details on these aspects can be requested from the school.

At all times when designing this programme, the ethos and character of the students of Dunottar School have been paramount.

The Policy has been produced and will be reviewed in conjunction with parents/carers, but although all views are listened to, they do not amount to the power of veto over the curriculum content. As well as having schemes of work published on Firefly, at the beginning of each academic year parents/carers are informed of the topics to be covered by their year group. We encourage parents/carers to ask questions in order to support and build on the learning being delivered in the classroom as well as raising any concerns and activities they become aware of outside the school and which we might be able to add to our provision.

We will continue to review and, where necessary, adapt our teaching and timings according to the development of the current year groups and pupil profile. Such monitoring and evaluation will happen through feedback from pupils, parents/carers, logging of incidents in school, discussions with Heads of Years and teachers. Such information will be requested, collated and acted upon by the Head of PSHEE (Nicola Wintle) and the Deputy Head (Pastoral), John Weiner.

The school has ensured that its staff are aware of the requirements of equality law (Equality Act 2010) when covering these topics. There has been, and we will continue to provide, training to support teachers to ensure that these sensitive topics are covered appropriately.

The religious background of all pupils will be taken into account when planning teaching and materials, so that sensitive topics are handled appropriately, and that all relationship education teaching will meet the requirements of equality law. Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people understand what the law allows and does not allow, and the wider legal implications of the decisions they make.

The curriculum is accessible for all and the vulnerability of SEND pupils to exploitation and bullying are taken into consideration when designing and teaching these subjects. Equally, LGBT needs of all pupils are appropriately met ensuring that protected characteristics such as sexual orientation and gender reassignment are treated with equality and respect. The teaching of LGBT content is sensitively handled and age appropriate. This topic is fully integrated into our curriculum in addition to some standalone lessons.

## [\*\*Parental Rights to Withdraw a child from the delivery of RSE\*\*](#)

Parents/carers have the right to withdraw their child from some or all of the sex education provided (except from sex education taught under the science curriculum), but not from the relationship's education.

In considering such a request, the school should use the following process:

The Head (Mr Mark Tottman) will discuss their concerns with the parent (and, if appropriate, the child) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered.

The Head will discuss with the parent the benefits of the child receiving this important education and any detrimental effects that withdrawal might have on the child, including social or emotional effects of being excluded as well as the likelihood of the child hearing from their peers what was covered (and having that content channelled through a child's voice rather than a teacher's).

Once these discussions have taken place, except in exceptional circumstances (e.g. safeguarding concerns), the school will respect the parents' request to withdraw the child, 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 should make arrangements to provide the child with sex education during one of those terms. The school will document this process and ensure a record is kept.

For the vast majority of pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Head will want to take a pupil's SEND into account when making this decision.

If a pupil is withdrawn from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## Responsibilities

Staff delivering lessons should ensure that they:

- Plan relevant and purposeful lessons regarding this programme.
- Remain up to date and act on current best practice and legislation in the area.
- Complete suggested relevant CPD to remain up to date with legislation, policy and the school's approach.
- Are sensitive and to take due care when delivering these topics.

The Head of PSHEE (Nicola Wintle) is responsible for ensuring that:

- Current legislation and good practice is being followed in the delivery of RSE.
- That the content and teaching is regularly reviewed as outlined above.
- That staff feel supported and well trained to deliver these sensitive topics, including organising relevant and timely training and CPD provision.
- Parental and pupil feedback and concerns are taken into account.
- Reporting to the Deputy Head (Pastoral, John Weiner) who has overall responsibility for PSHEE and RSE provision in the school.

Overview of Topics and Year groups/ key stages:

Year group	RSE Coverage
Year 7	Diversity – our similarities and difference. Including prejudice, and bullying Building relationships – including developing self-worth, romance and friendships. Consent. Also, the use of online communication in relationships, bullying and how to acknowledge and move on from difficult situations. Managing change.
Year 8	Digital literacy – Online safety, age restrictions, social media use and grooming Emotional wellbeing and literacy Drugs and alcohol Making my voice heard – rule of law, democracy and representation
Year 9	Discrimination – all forms including racism, religion, disability, sexism, homophobia, biphobia and transphobia Identity and relationships – gender identity, sexual orientation, sexting, online sexual content Respectful relationships – families and parenting, healthy relationships, conflict resolution and relationship changes Intimate relationships – contraception, consent, STIs
Year 10	Peer influences and the impact of alcohol and other factors when staying safe/around consent. Staying safe at parties Addressing Extremism and Radicalisation Financial awareness – including factors which can lead some students to become involved in financial and other cybercrime Emotional and sexual health – including consent and awareness of health support

Year 11	<p>Communication and positive relationships – including how to recognise and leave an abusive relationship.</p> <p>Families and parenting – including different types of family, ways to become parents and abortion</p> <p>Pornography and identity – including the impact of pornography</p> <p>Keeping safe – including at festivals, when staying away from home and the impact of the media and peers around body image and cosmetic surgery</p>
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## Complaints

Any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure (See Complaints Policy).

Policy Review Date:

	Date	Name of owner/author
<b>Authorised:</b>	<b><i>M.Broughton</i></b> (Nov 2020)	N.Wintle
<b>Policy Reviewed:</b>	<b>Nov 2020</b>	N.Wintle/M. Broughton/ S. Thorne
<b>Updated</b>	Feb 2021- addition of Overview	N.Wintle/ S. Thorne
<b>Policy Reviewed:</b>	January 2022	N.Wintle/M. Broughton/ S. Thorne
<b>Policy Reviewed:</b>	November 2022	N.Wintle/M. Broughton
<b>Policy Reviewed:</b>	January 2024	N.Wintle/J.Weiner
<b>Policy Reviewed:</b>	January 2025	N.Wintle/J.Weiner
<b>Policy Reviewed:</b>	January 2026	N.Wintle/J.Weiner
<b>Next Annual Review Date:</b>	January 2027 or when events of legislation require	