



MARLBOROUGH COLLEGE

Relationships and Sex Education (RSE) Policy

Introduction

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. The College believes that effective relationships and sex education (RSE) is essential for young people to make responsible and well-informed decisions throughout their lives.

The College aims to provide a challenging and demanding education in an inclusive, friendly and supportive environment. The College recognises the aim of this policy is to help to create, model, maintain, review and embed a culture of respect, safety, equality and protection. The College is committed to addressing the personal and social development of all its pupils as well as preparing them academically. The College attempts to achieve these aims through a broad academic curriculum, a wide range of co-curricular activities and a well-developed pastoral system.

The College recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The College's RSE programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.

The College recognises the role of the pupil voice in creating, developing and reviewing the RSE programme and school culture.

The College's RSE programme reflects and supports the College's aims set out above.

Scope and application

The policy applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and pupils of the College.

This Policy has been prepared to meet the College's responsibilities under:

- The Education (Independent School Standards) Regulations 2014 (ISSRs) and the consequent ISI Commentary on the Regulatory Requirements:
- Boarding schools: national minimum standards (Department for Education (DfE), April 2015
- Education and Skills Act 2008;
- Education Act 2002;
- Children Act 1989;

- Equality Act 2010;
- Children and Families Act 2014;
- Children and Social Work Act 2017; and
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019.

This Policy will have regard to the Government (DfE) guidance in the following guidance and advice:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.
- Keeping Children Safe in Education (KCSIE) September 2021.
- Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, July 2018);
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfE, December 2020);
- Sexual violence and sexual harassment between children in schools and colleges (DfE, September 2021);
- Searching, screening and confiscation: advice for schools (DfE, January 2018);
- Respectful school communities: self-review and signposting tool (DfE);
- Tom Bennett Independent review of behaviour in schools (March 2017);
- Relationships education, relationships and sex education (RSE) and health education: FAQs (DfE, May 2018), the Government response to *draft Relationships education and relationships and sex education (RSE) and health education guidance*;
- Relationships, sex and health education: guide for parents (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education;
- Plan your relationships, sex and health curriculum (DfE, September 2020); and
- Teacher training: intimate and sexual relationships, including sexual health (MS ppt) (DfE September 2020).

This policy should be read in conjunction with:

- College Policy and Procedures on Peer on Peer Abuse
- Countering Bullying Policy
- Behaviour Management Policy
- PSHEE Policy
- Safeguarding and Child Protection Policy
- Code of Conduct for all Staff
- Risk Assessment Policy for Pupil Welfare
- SEND Policy
- E-Safety Policy
- Acceptable Use of ICT Policy for Pupils
- Equal Opportunities Policy
- Social Media Policy
- Sexting/Youth Produced Sexual Imagery Policy

Responsibility statement

College Council has overall responsibility for all matters which are the subject of this policy including the approval of this policy.

College Council is required to ensure that all those with leadership and management responsibilities at the College actively promote the well-being of pupils. The adoption of this policy is part of the College Council's response to this duty.

The College will take a whole school approach to RSE, which will be coordinated by the Deputy Head (Pastoral). The Head of PSHEE, RSE and SMSC will hold at least termly meetings with the pupil body; the Management Team and other members of staff with pastoral responsibilities to ensure the subjects will sit within the context of the College's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

RSE (Relationship and Sex Education)

RSE is part of the lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being'. (<https://www.sexeducationforum.org.uk>).

Statutory Guidance and Provision with Independent Schools

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that all pupils receiving secondary education must be taught RSE. The new subject of RSE must be taught in all independent schools.

The statutory guidance outlines how this should be delivered and “*what pupils should know*” by the end of their time at Secondary School. This Policy and the RSE lessons are in accordance with this statutory guidance and the learning outcomes can be found in **Appendix A**.

The statutory requirement to provide Health Education does not apply to independent schools. However, PSHEE is already compulsory as independent schools must meet the ISSR. Provision of RSE is therefore in addition to the PSHEE already delivered at Marlborough College.

Equality

The College is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the proprietor of the College to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:

- in the way it provides education for pupils;
- in the way it provides pupils access to any benefit, facility or service; or
- subjecting them to any other detriment.

The College is also aware of its duties to teach about equality issues and to ensure teaching at the College does not discriminate against pupils.

The College will ensure that it considers the makeup of the pupil body, including the gender and the age range of the pupils, and take this into account in the design and teaching of RSE.

Teaching of RSE should be factual, contain non-partisan views and promote the Fundamental British Values (FBV) of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The College will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

The College will be alive to and address issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled.

The College will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

As part of this whole-school approach, the College (including through the Head of PSHEE and the Management Team) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the RSE programme and/or College culture.

Pupils with special educational needs and disabilities (SEND)

RSE will be accessible for all pupils and teaching will be differentiated and personalised. The College is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND, and will take this into consideration when designing and teaching these subjects.

Lesbian, Gay, Bisexual and Transgender (LGBTQIA+)

The College will ensure that the teaching of RSE is sensitive and age appropriate in content and will consider when it is appropriate to teach pupils about LGBTQIA+. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.

The Delivery of RSE

RSE will be delivered in PSHEE (Artemis) in Houses (in boarding house year groups), as part of the timetabled PSHEE lessons (in Form groups) and supported by a range of external speakers (for whole year groups). Some elements will also be delivered through the Biology and RS curriculums, for example content on contraception, sexual health and IVF. Teaching will be sensitive to the age, needs, circumstances and abilities of the pupils and behaviour management will be in line with College Policy. Pupils will be encouraged to participate in sessions/lessons in a mature, open minded and respectful manner and to engage fully with the important content and issues RSE involves. Learning outcomes will be assessed through formal assessments as well as through pupil feedback and survey.

PSHEE (Artemis) tutors and pupils are surveyed regularly to help establish age appropriateness of content. The Content of the RSE Programme can be found in **Appendix B**.

Pupil questions

The College appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the College's curriculum. The College's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that pupils whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

Safeguarding, reports of abuse and confidentiality

The College will follow KCSIE and will ensure pupils are taught about safeguarding, including how to stay safe online and developing respectful relationships. Open forums to discuss potentially sensitive issues will be made available to pupils. Pupils will also be made aware of how to raise concerns or make a report and how any report will be handled.

Teachers will follow the College's Confidentiality and Boarding Principles between themselves and pupils and manage an appropriate level of confidentiality. Pupils should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the College's Safeguarding and Child Protection Policy if a child protection issue is raised.

In addition, but not alternatively to following the College's Safeguarding and Child Protection Policy, teachers will also consider whether any anti-bullying and or disciplinary issues arise following any pupil concerns and will follow the College Behaviour Management Policy and/or the College's Countering-Bullying policy as appropriate.

The College will encourage pupils to talk to their parents or carers and support them to do so. The College will also inform pupils of sources of confidential help, for example, the College nurse, counsellor, GP or local young person's advice service.

Where the College invites external agencies to support the delivery of these subjects, the College will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

Communication and Consultation with Parents

This policy has been produced in consultation with parents, teachers and pupils and seeks to take into account the views of the College community.

The College recognises that parents and carers are the first teachers of their children and that they play a vital role in:

- teaching their children about relationships and sex;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up.

Parents and carers are communicated with and consulted when the RSE policy is updated. Their views and feedback are requested and the decision whether to act upon it will be taken by staff. Parents are offered the opportunity to comment and discuss the RSE elements of the PSHEE Policy with the Head of PSHEE at any time.

Useful Resources to help parents with this aspect of the pupil's education are included in **Appendix D**.

Parents and carers of secondary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. This does not include lessons in Biology that are part of the National Curriculum and parents may only withdraw their children up until the age of 16. A letter to parents at the end of the Summer Term informs them that they may withdraw their child from Sex Education within the RSE curriculum (**Appendix C**). If parents wish to withdraw their child/children from Sex Education, they should do so in writing to the Deputy Head (Pastoral). No reasons need to be given by parents wishing to withdraw their child, but a written application will be necessary. Parents considering withdrawal should give thought to the fact that a child's ignorance or misinformation of such matters could expose him/her/them to embarrassment, distress and possible exploitation. It is likely that they will receive the information second-hand from their friends outside the classroom.

Whilst no reason is needed for withdrawing a child from Sex Education, the College would encourage parents who wish to do so to have a conversation with the College. This would be good practice allowing discussion with parents about the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. The College will make alternative arrangements for pupils in each case so that they receive appropriate, purposeful education during the period of withdrawal.

The College 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 College will make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances where the Master may want to take into account a pupil's specific needs arising from their special educational needs or disability when making this decision. Any discussions and decisions will be documented by the College.

The parents' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the College. There is no right to withdraw from relationships education.

Dissemination of the Policy

This policy will be made available on the College Website at the start of the academic year.

Review Process

The Members of College Council with responsibility for RSE are Revd. Lindsay Yates and Mrs Penelope Cameron Watt, ensuring good management and provision of RSE, evaluation of the programme, that progress is achieved by the pupils and parents are consulted about withdrawal. The Members of College Council with responsibility for RSE will ensure that:

- The RSE Policy, Scheme of Work and the quality of provision will be reviewed annually and in response to changes in the statutory guidance;

- Review will involve the views of the Members of College Council responsible for RSE, The Master, Deputy Head (Pastoral), Head of PSHEE, Artemis Tutors, teachers and pupils;
- Consideration will be given to the efficacy of current resources and outside agencies;
- Views and feedback will also be sought from parents and decisions whether to act upon them will be taken by the staff;
- The content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy.

Author: Mr J Hodgson, Head of PSHEE, RSE, SMSC

Approved by: The Master

Date: Michaelmas 2021

Review Date: Michaelmas 2022

Circulation: College Website, A-Z Policies, Firefly

Appendix A

What pupils should learn in RSE?

(Source: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf pp 27-30)

Families:

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.

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 female genital mutilation (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.
- 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.

Pupils should be made aware of the Law in such topics as:

- marriage.
- consent, including the age of consent.
- violence against women and girls.
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.).
- pornography.
- abortion.
- sexuality.
- gender identity.
- substance misuse.
- violence and exploitation by gangs.
- extremism/radicalisation.
- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations).
- hate crime.
- female genital mutilation (FGM).

Appendix B

Content of RSE Programme

Shell (Yr9)

- Review of Relationships and Virtues (*based on 'at the end of primary school' targets*) and preceded with online survey):
 - Understanding of families and the people who care for them
 - Understanding of caring friendships
 - Understanding of respectful relationships
 - Understanding of online relationships
 - Understanding of being safe
- Relationship and Sex Education – Part One (separate talk for boys and girls)
 - Presentation by external speaker (Amy Forbes-Robertson, ItHappens Education) and follow-up discussion in PSHEE (Artemis) session.
 - Consent
 - Relationships and Love (self/others); beginnings of consent, all families, being online and getting good answers.
 - Bodies and Things; anatomy, puberty recap, bodily fluids, pleasure etc.
 - Digital lives; including body image, pornography, image creating and sharing.
 - Making Good Choices; parties, risk, behaviours, harm reduction and asking for help.
- Gender Issues and LGBTQIA+ (workshop)
- *Taught in Biology lessons:*
 - Individual variation (through collecting and analysing data)
 - understand that energy requirements vary with activity levels, age and pregnancy

Remove (Yr10)

- Adolescent Sexual Relationships – Part Two
 - Presentation by external speaker (Amy Forbes-Robertson, ItHappens Education) and follow-up discussion in PSHEE (Artemis) session.
 - Consent
 - Beyond Biology; intimacy, gender, sexuality, bodies and boundaries, online lives, when is the 'right' time and what is normal?
 - Relationships - Red Flags and Green Flags.
 - RSE, Consent and The Law; freedom and capacity.
- *Taught in Biology lessons (with an emphasis on human reproduction within a long-term stable relationship):*
 - understand how the structure of the male and female reproductive systems are adapted for their functions.
 - understand the roles of oestrogen and progesterone in the menstrual cycle.
 - understand the roles of hormones in the menstrual cycle.
 - describe the role of the placenta in the nutrition of the developing embryo.
 - understand how the developing embryo is protected by amniotic fluid.
 - understand the roles of oestrogen and testosterone in the development of secondary sexual characteristics.

- The facts about the full range of contraceptive choices, efficacy and options available.
- Sexual health.
- In vitro fertilisation (IVF).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through barrier use) and the importance of and facts about testing.

Hundred (Yr11)

- Adolescent Sexual Relationships – Part Three
 - Presentation by external speaker (Amy Forbes-Robertson, ItHappens Education) and follow-up discussion in PSHEE (Artemis) session.
 - Consent
 - Relationship Evolution.
 - Sexual Health.
 - Festivals, Fun and Freedom; keep each other safe in party environments.
 - Bodies and substances and harm reduction around risk.
- *Taught in Biology lessons:*
 - Cloning - make informed judgements about the social and ethical issues.

Lower Sixth (Yr12)

- Review of Relationships and Virtues (*based on 'at the end of secondary school' targets*) and preceded with online survey):
 - Consent
 - Understanding of Families.
 - Understanding of respectful relationships, including friendships.
 - Understanding of Online and Media.
 - Understanding of Being Safe.
 - Understanding of Intimate and Sexual Relationships, including Sexual Health.
- Staying Healthy over the Summer Holiday
 - Presentation by external speaker (School Medical Officer) and follow-up discussion in Artemis session.
 - Particular focus on healthy body and mind.

Upper Sixth (Yr13)

- Moving On: Sex and Substances
 - Gap years, Freshers' week etc.

Appendix C

Letter to Parents

Relationships and Sex Education (RSE)

The delivery of RSE is a mandatory part of the curriculum for all schools in the UK. Guidance can be found at the following link:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At Marlborough College, RSE has been delivered within the overall framework of Personal, Social, Health and Economic Education (PSHEE). RSE begins in the Shell and continues through the College, in a way that is appropriate to the age of pupils in each year group. RSE is delivered using a variety of means from small group discussion in houses (via PSHEE Artemis), to year group presentations, to curricular and classroom delivery in subjects such as Form, Biology, RS, English and Psychology.

We acknowledge, of course, that parents are not only the first educators of their children, but play an absolutely critical role in helping their children reach safe and healthy, well informed conclusions in respect of Relationships and Sex Education.

The College will respect the parents' request to withdraw their child.

Up to and until three terms before the child turns 16, parents of pupils have the right to request to withdraw their child from sex education delivered within statutory RSE except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The College will make alternative arrangements for pupils in each case so that they receive appropriate, purposeful education during the period of withdrawal.

If parents wish to withdraw their child/children from Sex Education they should do so in writing to the Deputy Head (Pastoral).

Appendix D

Helpful Resources

Sexual Health and Contraception

- **Brook** - free and confidential sexual health and wellbeing experts - <https://www.brook.org.uk/>
- **Sexwise** - honest advice about contraception, pregnancy, STIs and pleasure - <https://www.sexwise.org.uk/>
- **NHS Sexual Health Services** - <https://www.nhs.uk/nhs-services/sexual-health-services/guide-to-sexual-health-services/>
- **Planned Parenthood** - sexual health care advice (US based) - <https://www.plannedparenthood.org/>

Pregnancy Choices

- **NHS Pregnancy Guidance** - <https://www.nhs.uk/pregnancy/>
- **National Unplanned Pregnancy Advisory Service** - <https://www.nupas.co.uk/>
- **Marie Stopes UK** - reproductive choices - <https://www.msichoice.org.uk/>
- **British Pregnancy Advisory Service** - abortion services in the UK - <https://www.bpas.org/>

Online Issues

- **Sextortion** - advice - <https://www.stopsextortion.com/>
- **Child Exploitation and Online Protection Command** - online sexual abuse reporting service via UK's National Crime Agency - <https://www.ceop.police.uk/Safety-Centre/>
- **Parent Zone** - consultancy in digital family life - <https://parentzone.org.uk/about-us>

Sexual Assault and Reporting

- **NHS Advice and Support** - Help after rape and sexual assault - <https://www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault/>
- **Police** - reporting rape and sexual assault - <https://www.wiltshire.police.uk/advice/advice-and-information/rsa/rape-and-sexual-assault/how-to-report-rape-and-sexual-assault/>
- **Rape Crisis** - free, confidential support service for women and girls who have experienced sexual violence - <https://rapecrisis.org.uk/>
- **Rape Crisis** - free, confidential support service for men and boys who have experienced sexual violence - <https://rapecrisis.org.uk/get-help/looking-for-information/support-for-men-and-boys/>