



MARLBOROUGH COLLEGE

## Relationships and Sex Education (RSE) Policy

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Summer Term 2023



## MARLBOROUGH COLLEGE

### Relationships and Sex Education (RSE) Policy

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## 1. Rationale and Ethos

- 1.1 To embrace the opportunities, responsibilities and experiences of later life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Marlborough College (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.
- 1.2 The College believes RSE is important for our pupils and our school because it enables our pupils to have the information, awareness and maturity to make responsible and informed decisions. RSE recognises that the pupils choices and actions have consequences and to understand what these consequences might be.
- 1.3 The College's approach to RSE follows the Sex Education Forum's 'Twelve Principles' of good quality RSE, including:
  - 1.3.1 'the promotion of safe, equal, caring and enjoyable relationships and the discussion of real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online'.
- 1.4 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>).
- 1.5 The College's overarching aim for our pupils is to provide a challenging and demanding education in an inclusive, friendly and supportive environment. The College recognises an 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 achieves these aims through a broad academic curriculum, a wide range of co-curricular activities and a well-developed pastoral system.
- 1.6 The College views the partnership of home and school as vital in providing the context of RSE and the vital role of parents in the development of their children's understanding about relationships. 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.
- 1.7 The College recognises the role of pupil voice in creating, developing and reviewing the PSHEE (and RSE) programme and school culture.
- 1.8 The College's RSE programme reflects and supports the College's Vision, Values and Strategy.
  - 1.8.1 Marlburians are well-rounded individuals: academically ambitious, open-minded, adaptable and socially minded with a strong sense of perspective for their community and the wider world.
  - 1.8.2 The College's values are the vital foundations of our community which enable everyone to contribute, to be valued and to fulfil their potential, through focussing on Community, Ambition, Service and Initiative.
- 1.9 The policy applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and pupils of the College.

- 1.10 The teaching of RSE is factual, contains non-partisan views and promotes the Fundamental British Values of democracy, the rule of law, mutual respect, individual liberty, and tolerance of those with different faiths and beliefs.

## **2. Roles and Responsibilities**

- 2.1 The College Council has overall responsibility for all matters which are the subject of this policy including the approval of this policy.
- 2.2 The 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.
- 2.3 The College takes a whole school approach to RSE, which is coordinated by the Deputy Head (Pastoral). The Head of PSHEE, RSE & SMSC attends regular meetings with the pupil body, the Management Team and other members of staff with pastoral responsibilities to ensure that RSE sits within the context of the College's broader ethos and approach to promoting the spiritual, moral, social and cultural development of pupils at the school.
- 2.3.1 The College's Committee of Council feed into the planning of the RSE programme.
- 2.3.1.1 The Health and Wellbeing Committee is chaired and attended by members of Council and the Head of PSHEE, RSE & SMSC is an invited member.
- 2.3.1.2 The Health Education Committee is chaired by the Deputy Head (Pastoral) and includes pastoral representative from across the College community, including pupils.
- 2.4 The RSE programme will be taught by PSHEE (Academic) teachers in the classroom and PSHEE (Artemis) tutors in the boarding houses.
- 2.4.1 It will be supported by lesson/session plans which are reviewed on an annual basis, in consultation with relevant professionals.
- 2.4.2 Teaching staff will receive RSE training to support their delivery of the programme. This includes face-to-face meetings, beginning of term briefings and online training.

## **3. Legislation (statutory regulations and guidance)**

- 3.1 The College is required to teach RSE as part of the revised Department for Education statutory guidance that states that from September 2020 we must deliver RSE.
- 3.2 The Education (Independent School Standards) Regulations 2014 states that PSHEE must 'reflect the school's aim and ethos' and 'encourage respect for other people, paying particular regard to the protected characteristics'. Provision of RSE is a fundamental component of the PSHEE programme at the College.
- 3.2.1 *The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.*
- 3.3 Documents that inform the College's RSE policy include:
- 3.3.1 Education Act (1996);
- 3.3.2 Learning and Skills Act (2000);

- 3.3.3 Education Act (2002);
  - 3.3.4 Educations and Inspections Act (2006);
  - 3.3.5 Education and Skills Act (2008);
  - 3.3.6 Equality Act (2010);
  - 3.3.7 Education (Independent School Standards) Regulations 2014 (ISSRs) and the consequent ISI Commentary on the Regulatory Requirements Supplementary Guidance SRE for the 21<sup>st</sup> Century (2014);
  - 3.3.8 Children and Families Act (2014);
  - 3.3.9 Boarding schools: national minimum standards (Department for Education (DfE) (September 2022);
  - 3.3.10 Children and Social Work Act (2017); and
  - 3.3.11 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019).
- 3.4 The RSE Policy has regard to the Government (DfE) guidance in the following guidance and advice:
- 3.4.1 Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers;
  - 3.4.2 Keeping Children Safe in Education (KCSIE) September 2023;
  - 3.4.3 Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, July 2018);
  - 3.4.4 Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfE, December 2020);
  - 3.4.5 Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018);
  - 3.4.6 Searching, screening and confiscation: advice for schools (DfE, January 2018);
  - 3.4.7 Respectful school communities: self review and signposting tool (DfE);
  - 3.4.8 Tom Bennett independent review of behaviour in schools (March 2017);
  - 3.4.9 Relationships education, relationships and sex education and health education FAQs (DfE, May 2018), the Government response to *draft Relationships education and relationships and sex education (RSE) and health education guidance*;
  - 3.4.10 Relationships, sex and health education: guide for schools (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education;
    - 3.4.10.1 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 RSE lessons are in accordance with this statutory guidance and the learning outcomes can be found in **Appendix A**.
  - 3.4.11 Plan your relationships sex and health curriculum (DfE, September 2020); and

- 3.4.12 Teaching about relationships, sex and health (DfE September 2020).
- 3.5 The RSE Policy should be read in conjunction with:
  - 3.5.1 Behaviour Management Policy;
  - 3.5.2 Boarding Principles;
  - 3.5.3 Code of Conduct for Staff and Volunteers;
  - 3.5.4 Countering Bullying Policy;
  - 3.5.5 Discipline Policy;
  - 3.5.6 Equality and Diversity Policy;
  - 3.5.7 Equal Opportunities Policy;
  - 3.5.8 ICT Policy;
  - 3.5.9 PSHEE Policy;
  - 3.5.10 SMSC Policy;
  - 3.5.11 Safeguarding and Child Protection Policy;
  - 3.5.12 SEND Code of Practice Policy; and
  - 3.5.13 Social Media Policy.

#### **4. Curriculum Design**

- 4.1 The College will ensure RSE is matched to the needs of its pupils by seeking pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
  - 4.1.1 Methods of garnering pupils' views include:
    - 4.1.1.1 RSE (& PSHEE) is a standing item on year-group House Council meetings.
    - 4.1.1.2 A PSHEE Curriculum Working Group is chaired by the Head of PSHEE, RSE & SMSC.
    - 4.1.1.3 Prefect and Heads of House meetings.
- 4.2 Repetition allows learners to grow comfortable with topics and language. A Spiral Education Approach is applied and advocates revisiting the same topics, each time increasing the level of demand and progressively deepening the learner's understanding. This approach ensures that all pupils have equal access to our PSHEE programme, regardless of ability, maturity and personal circumstances (e.g. faith, culture, sexual orientation, gender identity).
  - 4.2.1 Topics are revisited to consolidate understanding.
  - 4.2.2 Topics increase in complexity.
  - 4.2.3 New learning is related to previous learning.
- 4.3 Relationships Education is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage,

humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

- 4.3.1 The College supports the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship, and voluntary service to others locally or more widely.
- 4.4 The aim of the RSE programme is to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. The lessons/sessions will help pupils:
  - 4.4.1 To learn what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
  - 4.4.2 To learn about contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).
  - 4.4.3 To learn what is acceptable and unacceptable behaviour in relationships.
  - 4.4.4 To understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
  - 4.4.5 To understand human sexuality and to respect themselves and others.
  - 4.4.6 To mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- 4.5 Effective RSE does not encourage early sexual experimentation. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. The lessons/sessions are delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.
- 4.6 Alongside being taught about intimate relationships, pupils are taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.
  - 4.6.1 This teaching enables pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
  - 4.6.2 Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy, which can have a lasting, negative impact on mental wellbeing.
- 4.7 Pupils are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.
  - 4.7.1 All pupils should feel that the content is relevant to them and their developing sexuality.
  - 4.7.2 Sexual orientation and gender identity is explored at a timely point and in a clear, sensitive and respectful manner. It is recognised that young people may be discovering or understanding their sexual orientation or gender identity.
  - 4.7.3 There is an equal opportunity to explore the features of stable and healthy same-sex relationships. This content is fully integrated into the RSE programme.

- 4.7.4 It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.
- 4.8 The RSE programme informs pupils about the full range of perspectives and, within the law, equips them to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex are taught, including the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
- 4.9 The RSE programme addresses:**
- 4.9.1 Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, sensitively and clearly.
- 4.9.2 The physical and emotional damage caused by female genital mutilation (FGM). Pupils are taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM, or fail to protect a person for whom you are responsible from FGM.
- 4.9.3 When relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and provides strategies to manage this or access support for oneself or others at risk.
- 4.9.3.1 The College is mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, we may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.
- 4.9.4 Internet safety and usage teaches pupils the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues.
- 4.9.4.1 Pupils develop a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.
- 4.9.4.2 The College acknowledges that some pupils can be exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help our pupils understand acceptable behaviours in relationships.
- 4.10 Pupils are encouraged to reflect on their own learning and progress in lessons by referring to the Learning Objectives and rating their knowledge/understanding before and after the lesson.
- 4.10.1 Pupils are encouraged to evaluate their learning and chart their progress through the topics.
- 4.11 An overview of the RSE learning in each year group can be found in **Appendix B**.

## **5. Entitlement and Equality of Opportunity**

- 5.1 Marlborough College is an equal opportunities school and complies with the Equality Act 2010.



- 5.2 The College promotes the needs and interests of all pupils, irrespective of race, ethnicity, religion or belief, gender, gender reassignment, sexual orientation, disability and age. The College regard it as unacceptable to discriminate against anyone on these grounds.
- 5.3 The College values all pupils equally and aims to provide an environment in which all can achieve their full potential, regardless of age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access the RSE provision.
- 5.4 The College recognises the right for all pupils to have access to RSE learning which meets their needs and will ensure that pupils with SEND receive access to RSE through collaboration with the Learning Support Department.
  - 5.4.1 As far as is appropriate, pupils with SEND should follow the same RSE programme as all other pupils.
  - 5.4.2 Careful consideration will be given concerning the level of differentiation needed, and in some case the content or delivery will have to be adapted, in collaboration with all stakeholders, including the pupil.
- 5.5 The College considers whether it is appropriate or necessary to put in place additional support for pupils with protected characteristics.
- 5.6 The College ensures that the teaching of RSE is sensitive and age appropriate in content and considers when it is appropriate to teach pupils about LGBTQIA+. This content is fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.
- 5.7 The College is alive to and addresses issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and takes positive action to build a culture of respect where such issues are not tolerated, and any incidences are identified and tackled.
- 5.8 The College considers ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provides 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.
- 5.9 This aspect of the policy is informed by the College’s Equal Opportunities Policy.

## **6. Safe and Effective Practice**

- 6.1 The key principles that are used to ensure high quality and effective planning and delivery of RSE lessons include:
  - 6.1.1 Teachers ensure a safe learning environment for PSHEE/RSE lessons/sessions by agreeing ground rules with the pupils. Exemplar ground rules are provided by the Head of PSHEE, RSE & SMSC, which can be tailored to meet the needs of the pupils;
  - 6.1.2 Teachers utilise distancing techniques, such as depersonalising the situation under discussion, to create a safer learning environment;
  - 6.1.3 Question boxes can be used to allow pupils to raise issues anonymously (i.e. pupils either write “no question” or their question on a piece of paper and put it in the box; and
    - 6.1.3.1 If a difficult question is asked, the teacher can delay answering the question until suitable advice has been sought. In these situations, it is imperative that the question is addressed as soon as reasonably possible.
  - 6.1.4 Sensitive or controversial issues are handled with tact and in an appropriate manner, in line with the College support of Fundamental British Values.

- 6.1.4.1 Both teachers and pupils are aware of sources of help/support/additional information, both from within the College and externally.
- 6.1.5 Pupils are 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.
- 6.2 All staff teaching of RSE is supported by detailed lesson plans, which are created by the Head of PSHEE, RSE & SMSC in consultation with the relevant stakeholders.
  - 6.2.1 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 children 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.

## **7. Safeguarding**

- 7.1 PSHEE teachers and tutors are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In these cases, or even when 'not sure', a teacher will consult with the Designated Safeguarding Lead (DSL) and in her absence her deputy or other Safeguarding Lead at the earliest possible opportunity.
  - 7.1.1 Pupils are also made aware of how to raise concerns or make a report and how any report will be handled through PSHEE (Artemis) sessions, year group assemblies, for example.
- 7.2 Teachers follow the College's guidance on confidentiality 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.
  - 7.2.1 Teachers/Tutors follow the College's Safeguarding and Child Protection Policy if a child protection issue is raised. The College will encourage pupils to talk to their parents or carers and support them to do so.
  - 7.2.2 The College informs pupils of sources of confidential help, for example, the College nurse, counsellor, GP or local young person's advice service.
- 7.3 Where pupils may be considered vulnerable or 'at risk', careful consideration is given to their situation and in some cases the content or delivery will have to be adapted, in collaboration with all stakeholders.
- 7.4 Where the College invites external agencies to support the delivery of PSHEE/RSE, the 'Code of Conduct and Safeguarding Information for Visitors to Marlborough College' and the 'Statement and Community Norms and Values' are agreed in advance.
- 7.5 The College agrees in advance of the session how a safeguarding report will be dealt with by the external visitor.

## **8. Engaging Parents**

- 8.1 Parents are informed of this and other policies via the routine year group communications and this policy is available on the College website.

- 8.2 The College works closely with parents to ensure that they are fully aware of what is being taught through:
- 8.2.1 Publication of the Scheme of Work on the Parent Portal;
  - 8.2.2 Year group parents' meetings where the Head of PSHEE, RSE & SMSC is available for discussion. Presentation of key issues/topics takes place when necessary;
  - 8.2.3 Annual RSE Parental Consultation (run in conjunction with It Happens Education); and
    - 8.2.3.1 A summary of the current RSE provision within PSHEE is provided by the Head of PSHEE, RSE & SMSC.
    - 8.2.3.2 An update of any new developments will be discussed.
    - 8.2.3.3 Parental feedback is requested and incorporated into future planning.
  - 8.2.4 Awareness of how to contact the Head of PSHEE, RSE & SMSC for discussion.
- 8.3 Parents and carers of secondary age children have the legal right to withdraw their child from all or part of any RSE provided, with the exception of the biological aspects included in National Curriculum science.
- 8.3.1 A letter to parents prior to their arrival in the Shell (Year 9) 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), the relevant HM and the Head of PSHEE, RSE & SMSC.
  - 8.3.2 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 first. 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.
  - 8.3.3 The College will make alternative arrangements for pupils in each case so that they receive appropriate, purposeful education during the period of withdrawal.
  - 8.3.4 The College will respect the parents' or carer's 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.
  - 8.3.5 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 into account when making this decision. Any discussions and decisions will be documented by the College.
- 8.4 Helpful online resources are suggested to parents to help with this aspect of their child's education – see **Appendix D**. These are also available to pupils and staff.

## 9. Monitoring, Reporting and Evaluation

- 9.1 The PSHEE provision and content is monitored, reported on, evaluated, and consulted on via:
- 9.1.1 Pupils having the opportunity to review and reflect on their learning, in relation to the Learning Objectives, towards the end of each lesson/session.

- 9.1.1.1 Through reflection, pupils are encouraged to be aware of the development of their own moral values, as they learn about a variety of different issues, beliefs and viewpoints.
- 9.1.2 Pupil voice is a key part in adapting and amending the PSHEE/RSE through the PSHEE Curriculum Working Party and other formal meetings.
- 9.1.3 Teachers/Tutors are asked to provide feedback at the end of each teaching block (or sooner if required).
  - 9.1.3.1 Through reflection, Teachers/Tutors are encouraged to consider how the school enables pupils to develop the knowledge, strategies, skills, language and confidence required to behave according to their values in new situations.
- 9.1.4 Housemasters/Housemistresses are encouraged to provide feedback in the light of their management of their boarding houses.

## **10. RSE Policy review process**

- 10.1 The Members of Council with responsibility for RSE are Mrs Penelope Cameron Watt and Ms Ros King.
- 10.2 The appointed Members of Council ensure:
  - 10.2.1 The RSE Policy, Scheme of Work and the quality of provision are reviewed annually to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance;
    - 10.2.1.1 The review involves the views of the member of Council responsible for RSE, The Master, Deputy Head (Pastoral), Head of PSHEE, RSE & SMSC, PSHEE Teachers and Tutors, and pupils.
    - 10.2.1.2 Views and feedback is also sought from parents and decisions whether to act upon them will be taken by the staff.
  - 10.2.2 Good management and provision of PSHEE/RSE;
  - 10.2.3 Evaluation of the programme;
  - 10.2.4 That progress is achieved by the pupils;
  - 10.2.5 That parents are aware of PSHEE/RSE provision and consulted about RSE withdrawal;
  - 10.2.6 Consideration is given to the efficacy of current resources and outside agencies. The content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy.

## 11. Version Control

Author:	Head of PSHEE, RSE & SMSC
Approved by:	The Master
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## Appendix A: What pupils should learn in RSE (by the end of secondary school).

(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](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 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: Overview of the Content of the 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 & 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.
  - 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, It Happens 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.
- Consent workshops.
- 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

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 PSHEE (Academic), Form, Biology, RS, English and Psychology.

The College acknowledges, of course, that parents are not only the first educators of their children but play a 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), the relevant HM and the Head of PSHEE, RSE & SMSC.

## Appendix D: Useful 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.mschoices.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/>