

Relationships and Sex Education (RSE) and Personal Social and Health Education (PSHE) Policy

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This policy has regard to:

- The ISI Handbook for the Inspection of Schools Commentary on the Regulatory Requirements (September 2020)
- Equality Act (2010)
- Keeping Children Safe in Education (September 2024)
- Working Together to Safeguard Children (December 2023)
- Relationships Education, Relationships and Sex and Relationship Education(RSE) and Health Education Guidance (2024)

1. Introduction and aims:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote pupils' moral, social, cultural, mental and physical development. Effective teaching will support young people to cultivate positive character traits, including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness.¹ (Relationships Education, Relationships and Sex and Relationship Education(RSE) and Health Education Guidance (2024)).

At Oakham School our core values of Care, Courage, Contribution and Connection run through our PSHE and RSE learning. The programme promotes the spiritual, moral, cultural, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of later life and supports our pastoral principles:

Oakham is a school where ambition, enthusiasm, initiative and hard work are rewarded. Our houses provide opportunities to support our key principles of mutual respect, seizing opportunities and service. They are communities where the compassionate and consistent pastoral support enables pupils to develop as individuals, whilst fostering a sense of tolerance and respect. We endeavour to help pupils have an awareness of their environment and the wider world we live, in with a genuine confidence to play a positive



role in its future. This comes through allowing opportunities to lead and be led, and developing young people who are comfortable in leadership positions, happy to accept responsibility, but not assume privilege as a result.

2. Rationale and Ethos

- 2.1 Relationships and Sex Education involves a combination of sharing information and exploring issues and values. Relationships and Sex Education does not promote sexual activity either directly or indirectly.
- 2.2 Relationships and Sex Education has become compulsory in 2020 in all secondary schools.
- 2.3 The overarching intent for our pupils is to provide a personal, social, health and economic, relationships and sex education programme of study which ensures all pupils are provided with:
 - 2.3.1 accurate, balanced and relevant knowledge.
 - 2.3.2 the skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
 - 2.3.3 opportunities to turn that knowledge into personal understanding.
 - 2.3.4 opportunities to explore, clarify and, if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
 - 2.3.5 opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
 - 2.3.6 accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.
- 2.4 Pupils will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the School's safeguarding/child protection policies.

3. Roles and responsibilities

- 3.1 The Trustees will approve the PSHE including RSE policy and hold the Head to account for its implementation. The Safeguarding Trustee will have specific responsibility for the review of this policy and supporting The Head in his responsibility for ensuring that RSE is taught consistently across the School, and for managing requests to withdraw students.
- 3.2 Teachers are responsible for:
 - 3.2.1 Delivering RSE in a sensitive way, ensuring it is inclusive and age-appropriate.
 - 3.2.2 Maintaining professional boundaries.
 - 3.2.3 Modelling positive attitudes to RSE.



- 3.2.4 Monitoring discussions and progress.
- 3.2.5 Answering students' questions in an age-appropriate manner.
- 3.2.6 Passing on any safeguarding concerns to the Designated Safeguarding Lead.
- 3.2.7 Responding to the needs of individual pupils, including special educational needs and disability (SEND) students.
- 3.2.8 Responding appropriately to students whose parents wish them to be withdrawn from sex education.

4. Statutory requirement

- 4.1 At Oakham School, we teach Relationships and Sex Education as set out in this policy. We follow a programme of study developed from the PSHE & RSE Association's Primary and Secondary Schemes of Work Planning Toolkits, which are recommended by the Department for Education. Our programme of study not only reflects the specific needs of our pupils, but also the universal needs shared by all pupils in preparing for their future. It has been developed in consultation with our pupils, staff, parents and Trustees.
- 4.2 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 Education compulsory for all students

5. Definition

At Oakham School we define relationships education as learning about the social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. It does **not** include explaining different forms of sexual activity. We define sex education as learning about the physical aspects of human sexuality and behaviour, including human reproduction, masturbation, conception and contraception, safer sex, sexually transmitted infections sexual health and forms of abuse that involve explaining details of sexual activity, for example rape.

6. Right to withdraw

- 6.1 Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE.
- 6.2 Parents must state their request in writing to the Head. Parents will then be invited to discuss the request with the Deputy Head (Pastoral) to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child, e.g. the emotional and social effects of being excluded as well as the likelihood of the child hearing their peers' version of what was learned in the class rather than what was delivered by the presenter. Unless there are exceptional circumstances, Oakham School will respect the parents' request to



withdraw their child. However, three terms before the young person turns 16 years old, they are legally able to make their own decision as to whether they receive sex education. The School will make arrangements to provide the child with sex education during one of those terms and a parental request of withdrawal will not be granted.

- 6.3 There is no right to withdraw from relationship education or those aspects, which are delivered as part of the Science curriculum.
- 6.4 Requests from parents must be made annually for consideration. To understand what the pupils will be taught, parents are encouraged to look at the RSE elements of the curriculum.
- 6.5 Areas where this may be relevant:

F1	Winter Term	<ul style="list-style-type: none"> • Masturbation may be referred to when looking at genitals as part of puberty education.
F3	Spring Term	<ul style="list-style-type: none"> • Reference is made to pornography and is also made when discussing dangerous online behaviours and grooming
	Summer Term	<ul style="list-style-type: none"> • Masturbation and pornography may be referred to when looking at genitals and practices surrounding them e.g. circumcision, FGM; checking for cancers and reference is made to the misinformation pornography gives about relationships. • Sexual attraction – the difference between love, lust etc. materials are inclusive. • Reference may also be made to managing sexual feelings and sexual desires, which cannot always be acted on. • The concept of consent will also be looked at with regards to sexual behaviour.
F4	Summer Term	<ul style="list-style-type: none"> • An in-depth look at many aspects of sexual behaviour to support the work being done in GCSE Biology. Whilst topics like contraception, safe sex are explored in detail in GCSE, Biology reference will be made to them.
F5	Summer Term	<ul style="list-style-type: none"> • Review of safe sex, contraception, STIs, etc as part of discussion about parties and festivals.

7. Curriculum design and delivery

- 7.1 PSHE (including RSE) is split into three separate core themes, although in reality there will always be extensive overlap. PSHE (including RSE) education addresses both pupils' direct experience and preparation for their future.
- 7.2 The scheme of work has three core themes, the same for each key stage. Each core theme is divided up into topic areas:



7.2.1 Core theme 1: Health and wellbeing

Topic area

- Physical and mental health
- Sexual health and fertility
- Digital resilience
- Substance misuse

7.2.2 Core theme 2: Relationships

Topic area

- Healthy relationships
- Equal opportunities

7.2.3 Core Theme 3: Living in the Wider World

Topic areas

- Learning and target setting
- Careers and progression
- Money matters

7.3 This is delivered through a spiral programme of knowledge, skills and values, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. This is part of the pastoral programme within our connected curriculum.

7.4 PSHE (including RSE) education reflects the universal needs shared by all pupils as well as the specific needs of the pupils at Oakham School. RSE is taught within the PSHE curriculum in Form Time, Perspectives and the Tutorial Programme. The biological aspects of RSE are taught within the science curriculum in the Lower and Middle School. Religious perspectives are included in Religion and Philosophy teaching. In addition, there are some presentations from specialist external speakers, who deliver content in line with the curriculum.

8. Delivery

Formal curriculum PSHE sessions, which will include RSE, are delivered in a variety of ways.

8.1 Throughout the school every pupil has a dedicated pastoral curriculum lesson delivered by teachers with a particular experience, expertise and interest in this area. Some topics are better delivered using external specialists or using off-timetable days to allow for better and longer discussion. All aspects are carefully blended to support Oakham School pupils' development.



- 8.2 Elements of PSHE (including RSE) are also covered through other areas of the School's curriculum, e.g. Religion and Philosophy, Science and English.

9. Monitoring

- 9.1 The delivery of PSHE including RSE is monitored by the Head of PSHE, Deputy Head (Pastoral), Senior HM and Heads of Section through the delivery of a set curriculum.
- 9.2 Pupils' development in PSHE, including RSE, is monitored by Tutors through discussion. The content is evaluated by student focus groups and teacher feedback.