



# Relationships and Sex Education Policy

## Introduction

Thames Christian School recognises the need to make provision for Relationships and Sex Education for all pupils as defined by the *Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019*.

This policy has regard to the statutory guidance *Relationships and Sexual Education (RSE) and Health Education* (DfE 2019) and *Keeping Children Safe in Education* (DfE 2020).

The school recognises its legal duty to comply with the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Thames affirms the fundamental human right of parents as the prime educators of their children. As a school we seek to complement and reinforce this role and as such the RSE curriculum has been shaped in consultation with our parents to reflect the needs of our pupils and community. Parents will be informed of the specific curriculum content at the start of each year in order for conversations to be continued at home and may request a meeting to view a sample of the resources and teaching materials used.

This policy should be read in conjunction with the *Safeguarding Policy*.

## Availability

This policy is made available to parents of pupils and prospective pupils via the public website. A copy will be sent to parents, and prospective parents can request a copy of the policy free of charge from the school office.

## Implementation

RSE considers the emotional, social, cultural and physical development of pupils and involves learning about relationships, sex, sexual health and personal identity. It is taught in each year group and is age appropriate in approach and content. The school recognises that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND and appropriate modification and support will be provided.

Relationships and Sex Education (RSE) is an integrated aspect of the Wellbeing curriculum and is taught by a team of teachers overseen and supported by the Head of Wellbeing. Aspects of the required content are also taught within the wider

curriculum, in subjects such as science and computing.

Thames actively promotes Fundamental British Values, including respect and tolerance for those of differing lifestyles, paying particular regard to the Protected Characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) of the Equality Act 2010.

The RSE curriculum is taught in accordance with the school's values. The following principles are applied:

- Pupils are consistently encouraged to recognise that God loves each person unconditionally, and to treat others with the same unconditional love. They are given a foundational perspective of love and of the innate value and confidence in their unique identity.
- Pupils are encouraged to treat themselves and one another with compassion and respect, honouring one another's choices, belief systems and perspectives and choosing to listen to each other's views without belittling or judging each other.
- Pupils are encouraged to confidently share their views, belief systems and perspectives without fear of rejection, ridicule or judgement. They are encouraged to be independent thinkers who are not influenced by peer pressure and prescribed norms. They are encouraged to be open minded about other people's views and honouring of them, even if they are different to their own personal or cultural views.
- Pupils are encouraged to be proactive regarding their views and belief system and taught to actively and diligently make wise decisions that will benefit them both currently and in their future.

All teachers who teach RSE are confident to talk about difficult issues in a relevant manner and have suitable training or experience. Due to the nature of the topics there will be occasions when RSE is taught in gender-segregated groupings.

Pupils are encouraged to use the school listening post if they would like to raise an issue anonymously or seek further relationship help or guidance.

## **Curriculum links**

Aspects of the required content are taught in the wider curriculum.

Computing covers:

- online safety including use of social media
- extremism/radicalisation/exploitation
- hate crime.

Religious studies covers:

- Christian ethics including marriage and abortion.

Science covers:

- Human development and reproduction.

## **Confidentiality**

Teachers cannot offer unconditional confidentiality and will make this clear in the event of a disclosure. Safeguarding issues will be referred to the Designated Safeguarding Lead under the school's procedures.

## **Right to withdraw**

The circumstances concerning the right to withdraw are defined in the Statutory Guidance.

Parents have a right to request that their child is withdrawn from some or all of the sex education delivered as part of statutory RSE. In accordance with DfE guidance, parents, and if appropriate the child, will be asked to discuss their request with the Head before the request for withdrawal can be granted by the Head. This gives the opportunity for the school to clarify the nature and purpose of the curriculum, in response to parents' reservations. This process will be documented and a record will be kept. In accordance with the DfE guidance there is no right to withdraw from any of the relationships education or aspects covered by other curriculum subjects such as science or computing.

In line with DfE guidelines, after these discussions, except in exceptional circumstances, Thames will respect the parents' request up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, the school shall make arrangements to provide it during one of those terms.

## **Monitoring and Evaluation**

Teachers delivering RSE meet with the Head of Wellbeing and Head of Pastoral Care to feed back from sessions to ensure that issues that arise within groups or classes can be promptly addressed when the need arises.

## **Review**

This policy has been developed following consultation with parents. It will be annually reviewed by the Head of Wellbeing in consultation with the senior leadership team and the teachers delivering the content, to ensure that both staff and pupil feedback is considered. Parents will be consulted before any significant amendments are made.

This policy will next be reviewed in July 2024.

## **Signed**

## Appendix: Curriculum overview

Pupils will be introduced to the following aspects of sex and relationships education at the appropriate stage of their education.

By the end of secondary school they will have covered:

- Unconditional love and innate value of every human being as a foundation for self worth and valuing others
- their own sense of identity
- the need to make choices and establish behaviours that reflect honour and value for one's self and for one another
- what love is and the four types of love (empathy bond, friend bond, romantic love and unconditional "God" love)
- the value of sexuality and decision making that reflects this
- the concept of modesty
- strategies to help to make wise choices and set healthy boundaries relating to sex, love and relationships
- healthy relationships and their own role and responsibility in cultivating them
- experiencing healthy intimacy and recognising unhealthy intimacy
- the dynamics of peer pressure and how to overcome it
- the benefits of exercising self control with their sexuality and in handling their sex drive responsibly
- love languages and recognising their own love languages
- factors that influence their self image and personal strategies they can apply to encourage a positive self image
- changes to the body and their impact
- the importance of body confidence and how it is linked to self-esteem
- factors that impact their own understanding of love and the contributing factors to their sexual character including environment/society & culture/media/family/friends/personal preferences
- how a healthy understanding of their sexual identity can impact their everyday life and their futures
- differing views in society regarding sexuality and sex
- ideologies they believe regarding sexuality and sex and factors that influence them
- how hobbies, pastimes and entertainment can impact their choices both positively and negatively regarding love, sex and relationships
- the type of relationships media/entertainment and porn consumption encourages and key strategies to resist the dangers of pornography
- the neurology involved in sexual behaviours
- sexual orientation
- transgenderism
- the impact alcohol and drugs can have on sexual choices
- Female Genital Mutilation
- contraception, STI's, unplanned pregnancies, abortion
- the pros and cons of abstinence, marriage, sex outside of marriage and promiscuity
- different sexual practices and the pros and cons of engaging in these practices when having sex
- the current consensual age for having sex