

This school policy will be made available to parents on the Stowe School website and hard copies will be available from the Headmaster's office on request.

The School fully accepts its obligations to teach effective RSE with regard to the government's RSE guidance (July 2000), the Education Act 1996 (sections 403 and 405) and House of Commons briefing paper RSE in Schools number 06103, 16 July 2015.

This policy should be read in conjunction with the following documents:

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- Pupil Behaviour Policy
- Pupil Mental Health & Wellbeing Policy
- E-Safety Policy
- Health & Safety Policy
- Equal Opportunities Policy

1. Context

All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- Define Relationship & Sex Education
- Describe how Relationship & Sex Education (RSE) is provided and who is responsible for providing it
- Include information about parents' right to withdrawal; and
- Be reviewed regularly

1.1 Definition

RSE is: 'Life-long learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.' (Relationship & Sex Education Guidance; DfE 0116/2000)

1.2 Legal obligations

All schools in England and Wales have a legal responsibility to provide a 'sex education' curriculum. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons, which fall outside those aspects covered in the National Curriculum Science.



1.3 Parental concerns and withdrawal of students

Parents have a legal right to withdraw their children from dedicated RSE lessons taught within the PSHE curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. If a parent/guardian has concerns about the RSE provision we will address their concerns. If any parents/guardians decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

Any parent wishing to withdraw their child is encouraged to make an appointment with the Head of PSHE to discuss the matter. Any complaints about the content or delivery of RSE should be addressed to the Headmaster.

2. The Core elements of RSE

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships
- Learning about contraception and a range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse



3. Aims of RSE curriculum

The overall aims of the School's RSE curriculum are:

- To provide accurate information about, and understanding of, RSE issues
- To create an atmosphere where questions and discussion on RSE matters take place without embarrassment
- To develop respect for each other as individuals, and to encourage both genders to understand one another
- Pupils develop the confidence to communicate and reflect on their feelings about RSE
- Understand the importance of respect, trust, love and intimacy in relationships
- To appreciate the value of family life, marriage and the implications of parenthood
- Understand about different types of families
- Develop positive attitudes, values, integrity, self respect and self esteem
- Explore other people's attitudes and values
- Challenge and reduce discrimination based on sexual orientation and gender
- Address sexist, sexual, homophobic and transphobic bullying
- Gain knowledge and understanding about puberty and the changes that will take place
- Gain knowledge and understanding about reproduction and sexuality
- To counteract myths: correct misunderstanding they may have gained from the media and peers
- To be aware of the law on sexual behaviour, consent and abuse
- Seek information and advice when they need help

4. Morals and Values Framework

The RSE curriculum is delivered through PSHE lessons. In addition, certain biological aspects are delivered through Science lessons and other aspects of SRE arise in Philosophy and Religious Studies (PRS) lessons. Pupils are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In PRS, they continue to develop an understanding of relationships within a family and society. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make intelligent choices and exercise techniques for resisting pressures. The School believes Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

By the end of Fifth form pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships including sexual relationships. They will also have considered their own and others' attitudes towards relationships and sex which will guide them in making emotionally healthy choices in their future relationships.



Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable, communicative and loving relationships
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views
- The development of relationships, including sexual relationships, based on mutual consent and respect
- The right not to be abused by other people or be taken advantage of
- The right of people to follow their own sexuality and identity
- Age and circumstance appropriate RSE
- Access to help from trusted adults and medical/counselling services

4.1 Pupil Relationships

It is not the School's intention to put the emphasis on the disciplinary aspect of this part of school life. It is our intention to encourage pupils to form positive friendships with the opposite sex, which are relaxed, natural and mutually respectful.

However, it is important that pupils understand that the School has a responsibility to parents and to safeguard the pupils themselves.

If two pupils have a romantic relationship, they should be aware that:

- 1 Displays of intimacy in public are unacceptable, as these are unhelpful to the working atmosphere and community life of a school.
- 2 A relationship between two pupils who are more than one Form year apart may put the younger pupil under pressure, and is therefore not considered appropriate.
- 3 Sexual intimacy and activity must be regarded by the School as a serious breach of discipline, and could in certain cases, lead to expulsion.

The above also applies if a pupil has a relationship with someone who is not a member of the School community. A sexual relationship between a teacher and any pupil at the school is a breach of that trust. Such behaviour constitutes serious misconduct on the part of the teacher and will invariably result in disciplinary action, often dismissal. It may also lead to a teacher being barred from further employment in the education service by the Secretary of State.

It is not the School's wish to emphasise disciplinary consequences, however as a co-educational establishment, we must safeguard all pupils in our care.

The School wishes to be supportive in guiding pupils in this matter. Pupils who seek advice may contact the School Doctors, Director of Pupil Welfare/DSL, Chaplain, House Staff or indeed any member of the teaching staff.



5. Provision

Sexuality: Some of our pupils will define themselves as gay, lesbian or bi-sexual (GLB), some pupils may consider themselves transgender. Pupils may also have GLB or transgender parents/guardians, brothers or sisters, other family members and/or friends. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. Our pastoral, medical and counselling support will take account of the needs of GLB students. We shall also actively tackle homophobic bullying.

Special Educational Needs and Disability (SEND): We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs. Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access and inclusivity in the content of sex and relationship education.

Contraceptive advice to Lower School pupils: Pupils will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Questions about forms of contraception will be answered accurately and honestly. If pupils need further personal advice about contraceptive use, counselling and medical support will be sought from appropriate agencies and personnel.

The School Medical Centre plays a key role in RSE both in terms of advice, provision of pastoral support for students, resources through the Teaching Life Choices program and drop in sessions.

External speakers may be involved in inputting to RSE lessons. The School will only invite agencies and speakers who are appropriate to pupils needs. The PSHE department will also promote relevant helping agencies that pupils can access through the Stowenet.

6. SRE Curriculum content

The RSE curriculum is delivered in a developmental manner so that issues are explored in greater depth as pupils mature. The following areas of content are addressed in the following form years.

THIRD Form Content

Emotional Intelligence & Empathy

Social Intelligence & Respecting Difference

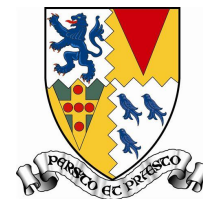
Body Language & interpreting/responding to romantic interest

Age of Consent: The Law & views on sexual intimacy

Puberty: Psychological and Physiological changes

Female Genital Mutilation: The Law

Genital Health, breast & testicular cancer



Age of Consent: The Law & views on sexual intimacy
Sexting & E-safety: reputations & acceptable behaviour
Relationships: Intimacy, love, respect & trust
Relationships: Fidelity & Respect
Contraception
Sexuality: Family & Marriage diversity
Sexuality: challenging stereotypes, masculinities & homophobia
Body Image: what's real & self esteem
Relationships: The Psychology of Attraction

FOURTH Form Content

Sex & Consequences: teen pregnancy
Choices: Abortion & Adoption
A Spiritual Experience: Birth
Menstrual Cycle, periods & conception
Psychology of parenting
Unsafe sex: consequences STI's
Drugs/Alcohol/ binge drinking & associated risks of early sexual experiences

FIFTH Form Content

Virginity; waiting for sex, commitment and marriage
Integrity & Sexual Ethics
Relationships: respect and privacy
Relationships: Psychology of Communication; Transactional Analysis
Relationships: Marriage & Divorce
Recognising Positive & Abusive Relationships
Sexual Abuse
Vulnerability in relationships: discovering the authentic self
Exploring Consent: Rape, Sexual Assault & The Law



Pornography: self esteem, respect and effects

Sexual health review: safe sex & consequences

6. 1 The Science Curriculum

The following topic areas are covered in the Science curriculum, specifically within lower school Biology.

Third form:

- Sexual reproduction
- Sexually transmitted diseases: HIV/AIDS and Gonorrhea

Fourth & Fifth form:

- Contraception methods (hormonal & non-hormonal)
- IVF and hormonal control of the Menstrual cycle

7. Methodology and Resources

A wide range of teaching methods are utilised, that enable pupil's to actively participate in their own learning and personal development. This includes use of academic research, quizzes, case studies, role-play, film and documentaries, small group discussion and use of appropriate guest speakers.

Teaching is conducted in a safe designated PSHE learning environment through the use of respectful ground rules and dialogue so that pupils are not expected to discuss their own personal issues in class.

Teaching resources are selected on the basis of their appropriateness to pupils.

7.1 Responding to Pupil Questions

The School believes that pupils should have opportunities to have their genuine questions and curiosity answered in an approachable and matter-of-fact manner. However, occasionally a pupil may ask a particularly explicit or embarrassing question in class. If a question is too explicit or inappropriate to answer in class at that moment, it will be acknowledged and responded to later with the pupil who asked it. The Head of PSHE will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with pupils and by taking an approach that ensures pupils are mature and sensible.

8. Medical Provision

Under 16s' entitlement to confidential health advice and treatment

The Medical Centre and School Medical Officer (GP) follow guidelines which allow them to give advice and treatment to young people under 16 years old without the knowledge or consent of the parents/guardians



if that is in the young person's best interests. They will, however, encourage the young person to talk to their parents/guardians. Only in cases where there is a safeguarding risk in the boarding environment or suspected abuse and serious risk of harm would the health professional follow the School's and Buckinghamshire County safeguarding and child protection procedures and breach the young person's confidentiality. The young person would be kept fully informed at all stages of the procedure. When the Medical Centre sees pupils on a one-to-one basis they will follow these professional guidelines. In Teaching Life Choices group lessons, however, the nurses must follow the same guidelines as teachers. SRE lessons will inform pupils of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services for this both inside and outside school.

9. Safeguarding & Child Protection

If a teacher is concerned that a pupil is at risk of abuse they must follow the school's safeguarding and child protection procedures. Pupils are made aware of the disciplinary consequences of engaging in sexual activity whilst at school.

However, there may be occasions when a teacher learns that a pupil under 16 is having or contemplating having sexual intercourse whilst not at school. In this case the teacher should:

- Make sure the pupil is aware of the need to seek contraceptive and sexual health advice and knows how to get this.
- Encourage the pupil to talk to a parent/guardian.
- Decide whether there are child protection issues: underage sex or a suspected pregnancy are not, in themselves, child protection issues unless the pupil is under thirteen years of age, and there is suspected coercion or abuse.

9.1 Teenage Relationship Abuse

In March 2013, the definition of domestic violence was revised to include young people between 16 and 18

Risk Factors for young people:

- have experienced domestic violence
- have experienced physical or sexual abuse
- are within gangs or violent peer groups
- have an older partner
- have Special Educational Needs or Disabilities (SEND)
- in a same-sex relationship

Warning Signs of Relationship Abuse might include:



<ul style="list-style-type: none"> • Physical signs of injury / illness • failing grades • Withdrawal, passivity, being compliant • Changes in mood and personality • Isolation from family and friends • Frequent texts and calls from boyfriend / girlfriend 	<ul style="list-style-type: none"> • Inappropriate sexual behaviour /language / attitudes • Depression • Pregnancy • Use of drugs / alcohol (where there was no prior use) • Self-harm • Eating disorders or problems sleeping 	<ul style="list-style-type: none"> • Symptoms of post-traumatic stress • Bullying / being bullied • Angry/irritable • Changing appearance • Making excuses for their partner • Isolation
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A teacher who is concerned that there may be coercion or abuse should discuss the case with the Designated Safeguarding Lead. The pupil will be kept fully informed at all stages.