

# TORQUAY BOYS RAMMAR SCHOOL

## RSE Policy

Personnel Curriculum Committee: March  
2021)

### 1. Aims

Relationship and Sex education (RSE) is essential in helping young people make responsible and well-informed decisions about their lives. Its objective is to help and support young people through their physical, emotional and moral development. It provides pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

The aims of relationships and sex education (RSE) at our are to:

- Offer students an age-appropriate and well taught RSE curriculum within a comprehensive PSHE curriculum.

- Teach students the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.

- Ensure that Relationships Education, RSE and Health Education is accessible for all students.

- Provide students with an excellent understanding, appropriate to their age and capability, of

***Relationships and Sex Education (RSE) and Health Education*** contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and

maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units. See appendix A for further information on curriculum

[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)

The RSE policy supports/complements the following policies:

Anti-Bullying

SE policy include:

(2020)



that some children may have a different structure of support around them (for example: looked after children or young carers).

## **5. Roles and responsibilities**

Co-ordinator: Head of PSHE supported by SMT, Pastoral Team including HoH and School Counsellor

Teachers: HoH, Science Department, Philosophy & Applied Ethics Department, external specialists

- x The input of visitors is monitored and evaluated by staff and pupils. Visitors will agree how confidentiality works in any lesson and is aware of and understands how safeguarding reports should be dealt with in line with school policy

7.

Structured formal evaluation where appropriate may be used to support this process.

At the end of each module of relationships and sex education, the students may be asked to complete an evaluation sheet, the purpose of which is:

- to provide a means of assessing student learning in three domains: knowledge and understanding; attitudes, feelings and values; skills and interpersonal behaviour;

- to encourage students to identify how they could have been better prepared;

- to assess student interest and motivation;

## Appendix 1: By the end of secondary school students should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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 relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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 tole</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual abuse</p>

TOPIC

PUPILS SHOULD KNOW



	Health and Wellbeing	Living in the wider world	Relationships and RSE
Year 7	PSHE Day 1: Risk to health, Child Sexual Exploitation (CSE), keeping themselves and others safe, mental health & wellbeing. (October) PSHE Day 2: Mental Health (Four Pillars) Eat, Sleep, Relax and Move, Role and Influence of Media, Resilience (February) SWAT Day: Environment (December)		
	Induction Day/Away Day - to Secondary School. P&AE: How can I self manage? PE—First Aid/Healthy eating/Physical Health and Fitness/Person hygiene Safer Internet Day—cyber security Challenge Science—Changing adolescent body	P&AE Who am I? What do I think?  Geography: Exploring Britain History: Diversity, tolerance and Equality. P&AE: What is Religion?	P&AE - What's the big idea? Who am I? What do I think? (Values, attitudes & beliefs) IT: Induction Day/Away Day - Biology: P&AE: Buckfast Abbey Trip —
Year 8	PSHE Day 1: British Values (May) SWAT Day: Rebellion (May)		
	Biology: Healthy Diet Water safety and Drowning prevention PE— Changing adolescent body/ Physical Health and Fitness/ Healthy Eating/First Aid Science—Heathy eating ICT: Digital footprint, sexting, implications of social media. MATRIX Challenge	Geography:  P&AE: Chemistry:  Geography:	P&AE:



	<p>Biology: (Drug development, Thalidomide, Statins, Recreational drugs, Alcohol, Cannabis and performance Enhancing drugs) Healthy lifestyles/eating/personal hygiene/immunisation and vaccinations</p> <p>ICT: MATRIX Challenge</p>	<p>Geography:</p> <p>History: (British Empire and Nazi Germany)</p> <p>P&amp;AE:</p>	<p>Biology:</p>
Year 11	<p>to maximise potential; coping with</p> <p>P&amp;AE:</p> <p>ICT:</p> <p>Biology: blood, organ and stem cell donation</p>	<p>Meeting with the advisor</p> <p>P&amp;AE:</p>	<p>P&amp;AE:</p>