



RSE STATEMENT

Responsible: Deputy Head (Pastoral) and Head of PSHE
Date Reviewed: February 2022
Review Period: Annual
Scope: Senior School
Approval Authority: SLT
Approval Date: February 2022
External Release: Yes

Relationships and Sex Education Statement

This policy has used guidance from the following sources:-

- a) DFE Statutory Guidance “Relationships Education, Relationships and Sex Education (RSE) and Health Education” (2019)
- b) Independent Schools Inspectorate statement from June 2021 on the “Ofsted Review into Sexual Abuse in Schools and Colleges” and
- c) Updated “PSHE Association Programme of Study for PSHE Education (Key stages 1–5), January, 2020

This document is supplementary to the PSHE Policy, the aims of which are developed in the document, “PSHE at Clayesmore”.

Aims

To allow the young people at Clayesmore to identify and nurture an understanding of their own, and others’, qualities and skills

To develop greater self-awareness and a positive self-concept in the young people in our care

To help them be better prepared to make more informed and safer decisions in challenging social situations, both for themselves and for others

To enable the young people to be less vulnerable

To develop a better understanding of the consequences of puberty, including their physical and sexual development

To better understand the personal qualities required in developing, maintaining and ending relationships

To explain, challenge and demystify the language used to describe themselves, their gender, their sexuality, their bodies and their sexual development

To understand the application of the term consent in relationships

Curriculum and Methodology

RSE is not only taught within the PSHE (Personal, Social and Health Education) curriculum but in other areas of the curriculum such as Science.

The foundation for relationships education is the young person's self-development. The aim is the development of what we call the "Three S's", namely a "stronger sense of self". As part of this process the students examine qualities, including their own, as an introduction to developing greater self-awareness, which can be considered a necessary building block in young people's self-esteem.

During Years Nine and Ten the students will examine qualities required in relationships including familial, friends and sexual. These will be returned to in discussions throughout all the years in PSHE.

Included below is an outline of the RSE topics given to each year group. All classes are mixed-sex and the aim is to provide stimuli which encourages discussion either in small groups or as a whole class. We also supplement the programme with visiting speakers including the police and theatre groups. Years 9 -11 have the opportunity during the year to give feedback on the work they have covered in the previous terms and years.

Year 9

The main thrust of the early work with students relates to recognising and understanding qualities in others and themselves, particularly acknowledging their own qualities. These lessons are considered important in the development of the afore-mentioned "Three S's". It is important to underline that the quality of a young person's relationships is so dependent on the development of their own self-awareness and self-confidence. We try to encourage understanding through the use of stories. At the outset of the course the students are told two stories exemplifying resilience. Allied to that we stress that we believe that every one of them has qualities and skills, some of which they might not have discovered or they might not appreciate.

The main part of the work on relationships involves examination of bullying, including cyberbullying, and the qualities needed in a friend, and in a boyfriend or a girlfriend, and how to manage said relationships. We also examine puberty and its impact on relationships as well as how the students perceive a relationship might develop. The results of these tasks are referred back to in the following years as the students progress through the school.

Year 10

The course begins with a module of work about "How we are different" which serves as an introduction to better understanding about learning, sexuality, and the gender and autistic spectrums. We also examine love in relation to religion, marriage, relationships and sex. Again we return to cyberbullying, as part of cyber security, and the advantages and disadvantages of online relationships.

We explore sexually transmitted infections (STI's) and their treatment. Again, the students, in small groups, give a presentation on an STI, which is a challenge but it serves as a means by which the students can measure the progress they are making as individuals. The STI

presentation is an example of how we try to “demystify” certain topics in PSHRE and underlines to the students their growing maturity by how comfortable they are discussing some difficult topics.

We also build on Year 9 work about relationships and introduce the concept of revenge porn. We examine the development of different relationships and focus on what can be considered an acceptable way to behave within a relationship.

Year 11

The students have nine double lessons over the academic year, which means they have about 10-11 hours of contact time in the classroom. We explore women’s rights, male attitudes towards female and the role of the male in society. The students are introduced to the concept of rape culture as part of a wider body of work examining exploitation.

Sixth Form

Both the Year 12 and the Year 13 students have four double lessons in blocks in the Autumn Term, which means they have about five hours of contact time in the classroom.

In Year 12 we examine the student’s skill development in analysis and retrieval of facts, evaluation of the reliability of source material and inferring/drawing conclusions from said material. Although the course focuses on their ability to discern information it does have a very close link to SRE and, particularly, online safety in relation to recognising risks and harmful content, as well as strengthening an awareness of how information and data is shared and used online. We examine non-verbal communication and also the worth of instinctive decision-making which links with the work the students will do in Year 13.

Although not explicitly related to SRE, we, nonetheless, feel that we must bookend the Senior School PSHE course, in Year 13, by focusing on this idea of the “Three S’s” i.e. a stronger sense of self in the students. In their final year, we look at perception and relate it to their own and others’ perceptions of themselves.

We examine perception and relate it to firstly perceptions, positive and negative, of their own subject choices and then other subjects. Then we explore perceptions related to an independent school education and finally perceptions related to an education at Clayesmore. We then explore and demonstrate, using statements made by the students about perceptions of themselves and also material from Hans Rosling’s book “Factfulness”, how we tend to think not only more negatively about the state of the world but also about ourselves.

We also briefly explore the ideas of Daniel Kahneman, taken from his book “Thinking, Fast and Slow”, in which we focus on decision-making and the development of, and relationship between, intuition and reasoning. Again, we explore gut instinct and reasoning and how each can be valuable in social dilemmas either they or a friend may face. As part of the conclusion of the course we revisit consent, sex and the law, and how their decision-making can be influenced by drugs, alcohol and being in love or thinking or wanting to be in love.

In conclusion, a young person who is more self-aware and, therefore, more likely to be more self-assured, is less likely to have difficulty forming and maintaining relationships.

Parents'/Carers' right to withdraw

- 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.
- 2) Health Education is compulsory in all schools except independent schools.
- 3) Personal, Social, Health and Economic Education (PSHEE) is compulsory in independent schools.
- 4) Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE i.e. teaching puberty and reproduction within the Science curriculum is statutory therefore other topics related to sex education within, for example, PSHRE are non-statutory.
- 5) To request withdrawal from sex education in PSHRE parents should write to the Head at head@clayesmore.com
- 6) Any request will be managed in accordance with the instructions in the statutory guidance
- 7) Alternative work will be provided for any students who are withdrawn.