



## RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY IN SUPPORT OF PSHEE

**This policy applies to the whole school.**

*The Policy is available to the school staff via **Staff Share**.*

**We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.**

**Scope:** All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

**Legal Status:** Complies with The Education (Independent School Standards) (England) Regulations and the National Minimum Standards (NMS) for Boarding Schools, currently in force.

**Monitoring and Review:** These arrangements are subject to continuous monitoring, refinement, and audit by the Headmaster. The Board of Governors will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Signed:

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**Rationale:** It is recognised that RSE is a cross-curricular area, which impinges on all aspects of students' personal and social education and development. At Rikkyo School, we have a responsibility to provide education on relationships, health and wellbeing and sex education. This education is available to all registered students. A whole School approach to RSE is adopted. This incorporates aspects of the School ethos and organisation and enables effective pastoral support.

Rikkyo School is committed to the teaching of relationships education to provide an understanding and lifelong learning about physical, moral and emotional development. It ought to provide knowledge about the processes of reproduction and the nature of sexuality and relationships in a responsible and healthy manner. Due to the nature of the subject, this policy should be read and implemented in conjunction with other existing, related policies, including PSHE & Citizenship, Teaching and Learning and Equal Opportunities.

Every effort is made to ensure that RSE is accessible to all students, especially those with SEND. The school has also ensured that LGBT content is integrated into the programme and not talked or delivered as a stand-alone lesson.

**What Is Relationship and Sex Education (RSE)?** RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Effective Relationship

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and Sex Education does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

**Relationships Education (KS2):** Relationships Education is the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. This starts with students being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the Year 5 and 6 Primary School, building on early education, children should be taught how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy and safety.

**Relationships and Sex Education (RSE): KS3-4:** The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. RSE will also cover contraception, developing intimate relationships, consent and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

**Health (Physical and Mental wellbeing) Education (See our PSHEE Policy):** The aim of teaching students about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing, recognise issues in themselves and others and, when issues arise, seek support as early as possible from appropriate sources.

#### **Structure of RSE at Rikkyo School**

The School will deliver health education and RSE as part of the umbrella of PSHEE. The RSE structure has five main elements:

**1. Relationships 2. Feelings and attitudes 3. Keeping safe and looking after my sexual health 4. Influences on behaviour 5. Misogyny 6. Gender-based discrimination 7. Source of help and advice**

#### **Summary of content Relationships**

- Respectful relationships and different types of relationships
- Marriage and other recognised and legal forms of relationships
- Bullying and coercive relationships
- Domestic violence
- Sexual harassment and sexual violence
- Consent and the law
- Managing sexual pressure
- Celibacy
- LGBTQ+ issues

#### **Feelings and attitudes**

- Reconciliation
- Friendship issues
- Mental health and wellbeing
- Gender and identity

#### **Keeping Safe and looking after my sexual and physical health**

- Contraception
- STIs
- Eating well

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- Alcohol
- Drugs
- Physical fitness and wellbeing
- Online safety
- Pregnancy and abortion
- Eating disorders and body image issues
- Self-harming

### **Influences on behaviour**

- Homophobia
- The media
- Sexual harassment and sexual violence
- Pornography
- Stereotypes
- Body shaming
- Criminal exploitation - gangs and county lines
- FGM, honour-based violence and forced marriage
- Sexting
- Discriminatory behaviour
- Revenge porn
- Sexual banter
- Doxing
- Fraping

### **Principles and Values**

In addition, Rikkyo School believes that RSE should be:

- An integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- An entitlement for all young people
- Encouraging each student to contribute to our community and aim to support each other as they grow and learn • Set within the wider Rikkyo School context and support family commitment and love, respect and affection, knowledge and openness
- Encouraging students and teachers to share and respect each other's views. The important values are love, respect and care for each other
- Generating an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognising that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the way these topics are delivered at the school, recognising that the wider community has much to offer and aiming to work in partnership with health professionals, social workers, peer educators and other mentors or advisers. The School's RSE programme also addresses the issues raised from Everyone's Invited and further difficult issues around consent and rape culture.

### **Relationship and Sex Education at Rikkyo School has three main elements:**

#### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships and marriage
- learning about 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
- challenging myths, misconceptions and false assumptions about normal behaviour

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### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict

### **Knowledge and Understanding**

- learning and understanding, at appropriate stages, physical development
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay

### **Aims and Objectives**

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Our RSE programme is delivered in a number of ways, and aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the confidence and self-esteem to value themselves and others
- have respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly regarding sexual and pastoral relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected relationships
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality
- challenge sexism and prejudice and promote equality and diversity
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted/unwanted conceptions and sexually transmitted infections including HIV
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships

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- encourage each student to contribute to our community and aim to support each other as they grow and learn
- set within the wider Rikkyo School context and support family commitment and love, respect and affection, knowledge and openness
- encourage students and teachers to share and respect each other's views. The important values are love, respect and care for each other
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the way these topics are delivered at Rikkyo School
- recognise that the wider community has much to offer and aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

**Organisation:** Relationship Education, Sex education and Health Education is delivered by teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. Classes may be taught in gendersegregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of students where it is only appropriate to discuss the body in single gender groups. Within the School, Relationships Education, RSE and Health Education will be taught across a number of subjects and staff, including students' form tutors, PE staff and our PSHE and personal tutors. We look for opportunities to integrate teaching from across wider curriculum subjects such as citizenship, science, computing and PE so as to promote a whole School approach to wellbeing and health. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside Rikkyo School may be invited to contribute to the delivery of RSE in Rikkyo School. Topics covered within the RSE curriculum will be revisited as part of a spiral curriculum building on previous learning and introducing new content at an age-appropriate level.

**Delivery – linking to wider curriculum subjects:** We ensure staff feel confident and informed in the delivery of our RSE curriculum, through our staff training and high-quality planning and resources. Students learn at the appropriate level how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. We recognise the importance of teaching our students how to be tolerant and respectful to all, regardless of the Protected Characteristics such as gender or race to help ingrain these values as early as possible.

The RSE programme, outside the Science Schemes of Work where certain topics are dealt with, is conducted using a variety of informal activities which have been built into the programme. Lessons will require students to respond in a variety of ways, depending on the content and age-group being taught. Topics which students may find particularly difficult to discuss, such as consent, will be given ample time to ensure open discussions can take place.

A set of ground rules, co-created with students, help teachers create a safe environment, in which both they and students are able confidently to discuss the content being taught. The following are example rules for RSE lessons:

- students must be made aware that teachers cannot offer unconditional confidentiality.
- no one (teacher or student) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- meanings of words will be explained in a sensible and factual way;
- when answering a specific question which involves information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time;
- that any teasing on sexual matters will not be tolerated and will be treated as harassment or bullying. Children are being trusted to use the information gained in lessons in a responsible and mature way and
- where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the School's Child Protection policy.

Whilst we aim to create a safe and open environment during these sessions, the School recognises that many students will feel it difficult to ask questions or share their thoughts. We actively work with our students to develop strategies to remove these barriers, including asking students who and how they'd like to share questions and thoughts e.g. through a web-based app or with specific members of staff / visitors.

**Staff Training:** All staff involved in the teaching of RSE will receive training on how to effectively deliver the RSE curriculum for the age group that they teach which will include on-going updates to keep up to day with changes in vocabulary and current themes.

Within the context described above, such topics as contraception, abortion, homosexuality and HIV/AIDS are discussed since avoiding sensitive or controversial issues can leave students and young people confused and at risk. A range of methodologies and resources are used, regularly reviewed and updated to ensure accuracy of information and relevancy. Issues of a particularly sensitive nature require explicit delivery. They are presented in a broad and balanced way, free from sensationalism and personal bias and sensitively geared to the level of students, needs and experience.

Within any particular group there is an emphasis on trust, respect for privacy, care and compassion and the necessity of listening to others opinions in a respectful, reflective manner. Sensitivity to religious beliefs is regarded as an important dimension. The

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School seeks to develop students' self-esteem and a sense of responsibility by counteracting prejudice and victimisation. Key elements of RSE, or those which are especially sensitive, may be delivered by specialists. However, the School will ensure that:

- teachers are aware of their legal responsibilities;
- the concerns of teachers never trespass on parental rights;
- students are taught how to gain information on a wide range of health-related issues to include information on the provision of specific and individual advice;
- should a teacher believe that a student to be in danger or distressed or should questions from students cause such concerns, the Designated Safeguarding Lead should be consulted so that the best course of action can be identified;

It is important that all staff and outside visitors taking part in this programme are aware of these ground rules and that a classroom is not the same as a counselling session or clinic. In any one class, there are children from different backgrounds, at varying levels of physical and emotional maturity. Teachers need to be sensitive to the needs of all their children and work in a way which protects their sensibilities. Our programme for Relationship and Sex Education is broken down into the following programmes of study:

Students are taught about the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. We aim for all students to feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it is recognised that young people may be discovering or understanding their sexual orientation or gender identity. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Staff will also ensure there is an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

Sexual Exploitation and abuse (Including FGM): Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are addressed sensitively and clearly. The School will also address the physical and emotional damage caused by female genital mutilation (FGM). Students will be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, students may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. The School will also be mindful that for students who are or have experienced unhealthy or unsafe relationships at home or socially, the School may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

## CURRICULUM CONTENT

The School will continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<b>Families</b>	<p>Students will be taught</p> <ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• what marriage and civil partnerships are, including their legal status e.g. that marriage and</li></ul>
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	<p>civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <ul style="list-style-type: none"> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to the raising of children.</li> <li>• how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<b>Respectful relationships, including friendships</b>	<p>Students will be taught</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• What is an unhealthy relationship, and the lasting negative impact on mental wellbeing.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <li>• 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 tolerance and respect to others and others' beliefs, including people in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>

<b>Online and media</b>	<p>Students will be taught</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is against the law.</li> <li>• how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.</li> </ul>
<b>Being safe</b>	<p>Students will be taught</p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Students will be taught</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• how prevalence of some STIs , the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>

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	<ul style="list-style-type: none"> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
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#### **National Curriculum for Science**

<b>Reproduction</b>	At key stage 3 and 4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS. There continues to be no right of withdrawal from any part of the national curriculum.
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#### **Health Education (KS3 and KS4)**

<b>Menstruation</b>	The onset of menstruation can be confusing or even alarming for girls if they are not prepared. As with education about puberty, the programme will include understanding of and preparation for menstruation, for all students. The School will also make adequate and sensitive arrangements to help girls manage menstruation and with requests for sanitary protection.
<b>Mental wellbeing</b>	<p>Students will be taught</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing issues.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>

<b>Internet safety and harms</b>	<p>Students will be taught</p> <ul style="list-style-type: none"> <li>the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours</li> </ul>
<b>Physical health and fitness</b>	<p>Students will be taught</p> <ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>about the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy eating</b>	<p>Students will be taught</p> <ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including eating disorders, tooth decay and cancer. <i>*Eating disorders and extreme weight loss are a specialised area and the School would access qualified support or advice as needed and will avoid addressing them without that support.</i></li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Students will be taught</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>the law relating to the supply and possession of illegal substances.</li> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
<b>Health and prevention</b>	<p>Students will be taught</p> <ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria (microbes), viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>(late secondary) the benefits of regular self-examination (including screening and immunisation).</li> <li>The facts and science relating to immunisation and vaccination.</li> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<b>Basic first aid</b>	<p>Students will be taught</p> <ul style="list-style-type: none"> <li>basic treatment for common injuries.</li> <li>life-saving skills, including how to administer CPR (from Year 8 onwards).</li> <li>the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<p>Students will be taught</p> <ul style="list-style-type: none"> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

**The Law:** Rikkyo School recognises the importance of students knowing what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. We ensure students are made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage; consent, including the age of consent; violence against women and girls;
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.); pornography; abortion; sexuality; gender identity; substance misuse;
- violence and exploitation by gangs; extremism/radicalisation; criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations); hate crime and female genital mutilation (FGM)
- The School uses guidance published by the DfE to support in its work to discourage and prevent the sharing of nude and/or semi-nude images.

**Working with external agencies:** Working with external organisations can enhance the delivery of these subjects, bringing specialist knowledge and different ways of delivering content to our students. For example, our School nurse provides a drop-in clinic for students and the School also provides an independent listener. As with any visitor, we will ensure they undergo safeguarding checks and carry out due diligence on them, ensuring their proposed teaching is in line with our planned programme of study and this policy. When in class, visitors will be supervised by a teacher, who will be present at all times. Their teaching must also be age-appropriate and accessible for the students to whom they intend to teach. We will request their materials and lesson plans in advance so that we can ensure it is appropriate for all of our students. The School will ensure that external agencies who visit understand their responsibilities regarding safeguarding of our students and know how to deal with both confidentiality within the School and also any safeguarding concerns including how to report these concerns. We recognise that visitors are an enhancement to support our staff rather than as a replacement.

Alongside this, our senior leadership team will ensure these subjects are set in the context of a wider whole-School approach to supporting students to be safe, happy and prepared for life beyond School. For example, our curriculum on relationships and on sex complement, and are supported by, the School’s wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any reports students may make as a result of the subject content). The subjects sit within the context of a School’s broader ethos and approach to developing students socially, morally, spiritually and culturally; and its pastoral care system. This is also the case for our teaching about mental health within health education. The curriculum on health education similarly complements, and is supported by, the School’s wider education on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activity and School food.

The School will consider how its teaching can help support the development of important attributes in students, such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy, as well as how those attributes are also developed by other aspects of the School’s provision. The Deputy Pastoral Leader ensures that issues are proactively addressed in a timely way in line with current evidence on children’s physical, emotional and sexual development, in line with pupil need, informed by pupil voice and participation in curriculum development

### **Specific Issues within RSE**

**Child Protection, reporting and confidentiality:** Rikkyo School has a separate Safeguarding Child Protection Policy. Effective Relationship and Sex Education may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns by informing the Designated Safeguarding Lead. Staff ensure that children are made aware of how to raise concerns or make a report, and how any report will be handled. This includes if they have a concern about a friend or peer. When teaching the new subjects, the School recognises that children may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers will be aware of the risks of encouraging or making suicide seem a more viable option for students and avoid material being instructive rather than preventative. Staff will take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images.

**Disclosures:** If a member of staff learns that an under 16-year-old is sexually active or contemplating sexual activity the Rikkyo School will ensure that:

- The young person is persuaded to talk to their parent/carer
- Our Designated Safeguarding Lead is informed;
- The young person receives adequate counselling and information

**Controversial and Sensitive Issues:** Members of staff are aware that views around RSE related issues are varied. However, whilst personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own informed opinions but also respect others that may have a different opinion.

**Dealing with difficult Questions:** We recognise that students (especially primary-aged) will often ask staff questions pertaining to sex or sexuality which go beyond what is set out for our Relationships Education. We recognise that children of the same age may be developmentally at different stages, leading to different types of questions or behaviours. As such, our teaching methods take account of these differences – including when they are due to specific special educational needs or disabilities – and consider the potential for discussion on a one-to-one basis or in smaller groups. Both formal and informal RSE arising from students' questions are answered according to the age and maturity of the student concerned, considering each question and as case-by-case basis. Staff do not have to answer questions directly and can be addressed individually later. Staff will consider with their students what is appropriate and inappropriate in a whole-class setting and the School will offer support and training in answering questions which are better not dealt with in front of a whole class. Individual teachers must refer to the Designated Safeguarding Lead if they are concerned by a pupil's questions.

**Sexual Identity and Sexual Orientation including Lesbian, Gay, Bisexual and Transgender (LGBT):** Rikkyo School believes that Relationship and Sex Education should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Teaching about LGBT will form part of our Relationships and Sex Education Programme of Study; the School will ensure that its teaching is sensitive, ageappropriate and delivered with reference to the law. Homophobic bullying is dealt with strongly yet sensitively.

**Equal Opportunities and inclusion (Including SEND) in Relationship and Sex Education:** The Relationship and Sex Education curriculum has been developed to take into account the diversity of the School's population and to meet the needs of the students. We are aware of our requirements to comply with the Equality Act 2010 and we review our teaching materials to ensure their suitability for our students. Additionally, we consider the makeup of our pupil body and have put in place additional support for students with particular protected characteristics, as part of a whole-School approach. All Relationship and Sex Education will be inclusive and meet the needs of all young people, recognising that issues such as sexuality, disability, ethnicity and faith affect attitudes towards sex and relationships. We will address explicit and implicit homophobia in Rikkyo School, and issues of related bullying.

**Sexual Violence/Harassment and Gender Stereotypes:** Rikkyo School is alert to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and takes positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours and our School pastoral and behaviour policies aim to reinforce our values and support all students. The School refers to as part of our Safeguarding – Child Protection Policy, the Department for Education's Advice on Sexual Violence and Sexual Harassment between children. We recognise the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously; staff are aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. However, we do not make assumptions about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; we recognise that most young men are respectful of young women and each other. An understanding for all students of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that our students treat each other well and go on to be respectful and kind adults. Please see our Policy on Sexual Violence and Sexual Harassment (including Peer on Peer Abuse) Policy for more details which includes:

- What is Sexual Violence and Sexual Harassment are including online abuse;
- How to minimise the risks of Sexual Violence and Sexual Harassment occurring;

*Rikkyo School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.*

- What the School will do if it receives an allegation or concern of sexual violence or harassment and
- The School's understanding that SV and SH is unacceptable and will never be tolerated.

**Involvement of Parents/Carers:** We recognise the vital role parents play in the development of their children's understanding about relationships. As such, we encourage an active partnership with all parents in the development and the delivery of Relationships Education and RSE, so that parents can feel confident in the programme offered to their children.

The School prospectus and website contains additional information about:

- the RSE programme, its content and organisation;
- details of how parents can learn about the programme;
- the procedures to be followed if parents wish to withdraw their child from any or all parts of the School's sex education programme.

### **Parental Rights**

Whilst parents do not have the right to withdraw their children from all or any part of Relationships Education or Health Education, parents can request to withdraw their children from any or all parts of the School's programme of sex education, other than those elements which are required by the National Curriculum. It is realised that, under exceptional circumstances, parents may wish to exclude their children from this programme. Except in exceptional circumstances, the School will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School will make arrangements to provide the child with sex education during one of those terms.

The School will provide a supervised, quiet working area for any students who are withdrawn. If necessary, alternative work will be provided. Once a child has been withdrawn they cannot take part in the Sex education programme until the request for withdrawal has been removed.

**Assessment:** Rikkyo School maintains the same high expectations of the quality of students' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge students have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons are planned to ensure that students of differing abilities, including the most able, are suitably challenged. Pupil learning is assessed, and assessments used to identify where students need extra support or intervention. Whilst there is no formal assessment for these subjects in the sense of an examination, we use a range of methods, for example, written assignments / answering of scenario cards, discussions or self-evaluations, to capture progress.

**Monitoring and Evaluating the Impact of RSE:** The School will regularly monitor relationships, Health and Sex Education to ensure the curriculum is effective and meeting the needs of our students. This will be carried out by the RSE subject lead alongside support from the senior leadership team, parents and students for specific aspects of the curriculum. Monitoring will involve:

- Reviewing curriculum resources with parents and students
- Ensuring that vocabulary being used within lessons is appropriate to the current language being used by children e.g. 'sexting'
- Reviewing parent and pupil questionnaire responses to look for developments that can be made
- Formative assessment in the form of quizzes that are built-in to PTs RSE sessions
- Evaluation and opinions expressed in formal student report twice yearly

**Board of Advisors:** As well as fulfilling their legal obligations, the Governance Advisory Board will also make sure that:

- all students make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all students with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the School can fulfil its legal obligations.

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**Confidentiality:** Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead. (See also our Child Protection Policy.)

#### **Legal Status:**

#### **Statutory and Guidance References**

##### **Main statutory / regulatory references**

- Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 (DfE July 2019)
- Sections 34 and 35 of the Children and Social Work Act 2017 (HM Gov: 2017)
- Keeping Children Safe in Education 2025 (DfE) – statutory safeguarding guidance for schools and colleges. Available at: [https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping\\_children\\_safe\\_in\\_education\\_from\\_1\\_September\\_2025.pdf](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)
- Equality Act 2010
- SEND Code of Practice: 0 to 25 years (DfE: January 2015)
- Sexual Offences Act 2003 (HM Government: 2003)
- Sexual violence and sexual harassment between children in schools and colleges (DfE: September 2021)

##### **Additional links / supporting guidance**

- Behaviour in schools: advice for headteachers and school staff:  
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
- Mental Health and Behaviour in Schools — guidance for schools:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_Schools.pdf)
- Preventing and Tackling Bullying — guidance:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)
- Promoting British Values — guidance:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

#### **Appendix A RSE Resources Relationships Education**

Safeguarding: NSPCC PANTS rule with film <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-Schools-teaching-resources/>

##### **Relationships and Sex Education**

Teaching about Relationships, Sex and Health (DfE: March 2021) Provides Teacher training on specific areas of the RSE curriculum.

Sexual health and relationships: range of resources available at <https://sexwise.fpa.org.uk/>

Abuse in relationships: Disrespect NoBody (Home Office and Government Equalities Office) <https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing>

Consent: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary <https://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Online and offline relationships and bullying, alcohol, smoking, stress, body image: Public Health England website with videos made by young people and resources tested with teachers  
[https://campaignresources.phe.gov.uk/Schools/topics/rise-above/overview?WT.mc\\_id=RiseAboveforSchools\\_PSHEA\\_EdComs\\_Resource\\_listing\\_Sep17](https://campaignresources.phe.gov.uk/Schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17)

### **Mental health**

Mental health and emotional wellbeing: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

[MindEd educational resources](#) on children and young people's mental health.

### **Online safety**

Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683895/Education\\_for\\_a\\_connected\\_world\\_PDF.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF)

Sexting: UKCCIS advice for Schools on preventative education and managing reports of sexting.  
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

### **PSHE**

PSHE Association Programme of study for KS1-5 <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

### **Drugs and alcohol**

Planning effective drug and alcohol education: Mentor-ADEPIS research and briefing papers with ideas for lessons  
<http://mentor-adepis.org/planning-effective-education/>

### **Extremism and radicalisation**

Practical advice and information for teachers, School leaders and parents on protecting children from extremism and radicalisation [www.educateagainsthate.com](http://www.educateagainsthate.com)