
RELATIONSHIP and SEX EDUCATION POLICY

Revision and Terminology

Please refer to the Policies Review Schedule, or in line with any changes in regulations.

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1. AIMS FOR RELATIONSHIP AND SEX EDUCATION (RSE)

- 1.1 The aim of RSE is to help and to support young people through their physical, emotional and moral development. This policy, embedded within the approach of the Welfare Department, will help Teikyo students to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It should equip students with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and wellbeing.
- 1.2 It is to be noted that effective sex and relationship education does not encourage early sexual experimentation. It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of strong, loving, respectful relationships for both family life and all current and future relationships. It is also about the teaching of sex, sexuality and sexual health as well as learning the reasons for delaying sexual activity, and the benefits to be gained from such delay and the avoidance of unplanned pregnancy.
- 1.3 The Department for Education have also highlighted the importance of Relationship and Sex Education in tackling issues of child-on-child abuse, sexual violence and harassment and harmful sexual behaviours. This is integrated into the teaching of RSE and forms part of preventative education.
- 1.4 The Department of Education have highlighted that schools should ensure that the teaching of Relationship and Sex education should ensure the needs of all students are appropriately met, that it should promote tolerance, equality and respect and that all students will have been taught LGBT content.

2. NATIONAL BACKDROP

- 2.1 The UK has the highest teenage birth and abortion rates in Western Europe (source FPA.) The conception rates for the under 18 age range also continue to be very high and the rates for sexually transmitted infections (STIs) for the under 16 and the 16-19 age groups are also a cause for concern. It is recognised by research that effective RSE in schools empowers children and young people to make informed choices which can positively affect these issues. The work of "Everyone's Invited" has highlighted the importance of educating young people on the importance of healthy relationships within RSE lessons. Teikyo aims to equip young people with the skills that they need to navigate and be safe in all types of relationships.

3. SCHOOL ENVIRONMENT, RELATIONSHIPS AND ETHOS OF THE SCHOOL

- 3.1 Teikyo's three core values of trust, encouragement and mutual respect permeate the ethos and our approach not just in wellbeing but across the School. The Welfare Department aims to work closely with the senior managers, the boarding team, and tutor teams to help each student to flourish.
- 3.2 All staff share responsibility for promoting and safeguarding the welfare of the students and must adhere to, and comply with, the School Safeguarding and Child Protection Policy at all times. It is within this safe learning environment that wellbeing and RSE are delivered.

3.3 Our programme reflects this ethos demonstrating and follows current DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019, updated 2021) that all RSE should promote the following:

- healthy, nurturing relationships of all kinds;
- taking responsibility for one's actions in all situations and understanding of the importance of respect for oneself and for others;
- honesty and loyalty in relationships and an understanding of what is a healthy relationship;
- the importance and responsibilities of the family unit for all members;
- sensitivity to the needs and views of others;
- to recognise and accept diversity within society- educating students to promote equality and challenge stereotyping and prejudicial behaviour;
- safe behaviour within relationships and online.

Our programme also aims to educate students in relation to the potential risks related to sexual violence, sexual harassment and child on child abuse and pays regard to the Keeping Children Safe in Education (Sept 2023). Our programme does not encourage early sexual experimentation.

4. SCHOOL CURRICULUM

4.1 Opportunities exist in other curriculum areas for promoting RSE and especially in subjects such as Biology and PE. The Welfare Department aims to work in partnership with teaching staff, boarding staff, and with parents to ensure that the curriculum meets the needs of its students.

4.2 Parents are kept informed via on the website and in letters and resources shared with parents as appropriate students are encouraged to consider and enhance their physical, moral and emotional development. It is about the understanding of the importance of a strong stable and loving relationships, respect and care. It has three main elements:

- attitudes and values;
- personal and social skills and emotional literacy;
- knowledge and understanding.

4.3 RSE within the curriculum at Teikyo aims:

- to provide students with accurate information through the use of engaging learning opportunities, relevant resources and interesting activities;
- to make use of expert visitors such as sexual health practitioners and the School nurses;
- to encourage personal responsibility in all forms of behaviour;
- to foster and encourage self-esteem, and the ability to form and maintain positive relationships;
- to encourage respect and consideration for others;
- to encourage responsibility for their family, friends, School and wider community.

RSE education includes teaching LGBT content throughout the course rather than a stand-alone unit in every year group and is fully integrated into our lessons and resources. Teikyo believe that all young people should be educated. The School will actively tackle any homophobic, biphobic, or

transphobic bullying. Teikyo promotes tolerance and acceptance so that all can learn and flourish within our School community.

The following issues are covered within the programme:

- rights and respect within schools and other communities;
- living in a diverse society;
- how to identify and challenge unkind behaviour and discrimination;
- friendships and healthy relationship skills;
- safety in relationships;
- how to recognise and respond to inappropriate and unwanted contact, including online;
- Communication online;
- Online Safety;
- Challenging media stereotypes;
- bullying and peer pressure education;
- sexual reproduction education;
- menstruation education;
- FGM and how to access help and support;
- how to develop self-worth and self-efficacy;
- positive relationships;
- evaluating expectations for romantic relationships;
- introduction to consent;
- where to turn for help.

Our approach to learning aims to explain what respectful behaviour looks like, to help challenge inequalities and prejudiced behaviour and to address issues related to sexual harassment. It is also about the teaching of sex, sexuality and sexual health as well as learning the reasons for delaying sexual activity, and the benefits to be gained from such delay and the avoidance of unplanned pregnancy. Students will be taught about the importance of family life and mature loving relationships within the context of sexual health. They will be taught about avoiding unwanted teenage pregnancy and sexually transmitted infections including HIV. All questions will be answered sensitively and honestly in accordance with the age and maturity of the students.

A number of teaching strategies help with delivering the programme, including:

- establishing ground rules with students that discourage personal questions or disclosures;
- using 'distancing' techniques, such as using case studies and question boxes
- using discussion and project learning methods with appropriate materials;
- encouraging reflection on attitudes and values.

The purpose of each lesson is made clear and appropriate learning experiences are planned and meet the needs of all the students in the class. Learning experiences draw students' own experiences or existing knowledge and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes and knowledge. Staff training needs are met by appropriate training and staff meetings. Students are made aware of where to find appropriate additional information and the difficulties and dangers of information related to relationships and sex that can be accessed online. Content and delivery of RSE is designed to be inclusive for all students and consideration is given to those who may have additional vulnerabilities during their childhood and adolescence including students with SEND.

Monitoring the effectiveness of RSE and Wellbeing is undertaken, via student feedback,

NOTES for information: *Next steps taken to ensure age-appropriate relationships, sex and health education* - GOV.UK