



The Tiffin Girls' School

RELATIONSHIP and SEX EDUCATION POLICY

REVISED March 2025

INTRODUCTION:

1. At The Tiffin Girls' School, we have a statutory responsibility to teach students relationship and sex education. This is a shared responsibility that is held with parents/carers and we view our delivery of the content, values and attitudes as being complementary and supportive of whole person development. We support the recommendations of the House of Commons Education Committee (July 2015) that emphasis should be placed on the understanding of relationships alongside sex education. Our delivery of RSE is informed by the September 2021 guidance for schools on 'Relationships Education, Relationships and Sex education (RSE) and Health Education'. Additionally, we are guided by the Equality Act (2010) and the SEND Code of Practice (2014) to ensure that all protected groups within our school community are catered for within our RSE provision. Aspects of RSE fit under the school's responsibility to foster Social, Moral, Spiritual and Cultural Development (SMSCD) across the curriculum.
2. As such, we hold the view that relationship and sex education is lifelong learning about physical, moral and emotional development. It is about the importance of stable and loving relationships including marriage for family life, and about respect, love and care. Relationship and sex education provides students with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. It encourages the development of personal and interpersonal skills, the awareness and respect of self and others, and encourages reflection and responsibility.
3. We also recognise that our school community is made up of a diverse range of family structures and belief systems and so student knowledge of relationships and sex may be varied. As a school we plan for this by ensuring that a broad range of perspectives on relationships and sex are explored through our curriculum without bias; and within the teaching of these areas 'respect' and 'choice' are modelled as key values within lessons.
4. We also recognise that under Section 405 of the Education Act 1996, parents/carers have the right to withdraw their child from any non-statutory components of sex education within RSE. This is up until the third term before their 16th birthday without giving reasons for their choice. It does *not* include the right to withdraw from national curriculum content about the scientific aspects of reproduction as they are taught in the Biology curriculum, or from any of the content on relationships that form a statutory part of the National Curriculum. As of September 2020, this right was amended and whilst this is still in place, guidance necessitates that where a student has been withdrawn from RSE lessons the student must be given the independent choice of catching up on RSE content that they were removed from. They will be offered the choice to opt in to this curriculum 3 terms before their 16th birthday and the school will endeavour to deliver this content by the end of Year 11. The PSHE coordinator will write to parents/carers to inform them of their right to withdraw. Requests to withdraw should be sent to the Head of Year. The request will be discussed with the parent/carer by the school before placing a copy of the withdrawal request on the students file.

5. Confidentiality and consent within the bounds of relationship and sex education are areas that as a school we are mindful of as there may be additional privacy and safeguarding concerns that we need to consider. Whilst as a school we would never advocate a particular path of action, in dealing with the risks associated with relationships and sex or a particular sexual orientation, we believe it is pastorally appropriate to provide students with information about external services that offer additional advice and guidance.
6. We are also mindful that in teaching about relationships and sex education, it is possible that a student may disclose that they have been the victim of child sexual exploitation, sexual violence or sexual harassment. As a school, we remain vigilant to our safeguarding responsibilities and follow procedures set out in our safeguarding policy to ensure that young people are protected against harm.

AIMS:

7. In teaching this statutory area we place students' learning in a moral framework that focuses on developing students' knowledge and understanding, attitudes and values, personal and social skills and rights and responsibilities with respect to preparing them for adult life, relationships and sex.
8. Specifically, RSE schemes of work and immersion days have the following outcomes for students. The teaching of these outcomes is age appropriate based on PSHE association guidance and statutory expectations for learning outcomes by the end of each key stage. As such, we will cover the following content:
 - Understanding of the biological aspects of human growth, puberty and reproduction
 - Awareness of the spectrum of sexualities and gender identification
 - Awareness of own sexuality and acceptance of the sexuality of others
 - Developing and maintaining a variety of healthy relationships within a range of social/cultural contexts
 - Ability to recognise and manage emotions within a range of relationships
 - How to foster commitment, trust and love within relationships
 - The role and influence of the media on our perceptions of relationships and sex
 - Understanding of the concept of consent in regard to sexual relationships
 - Have a clear understanding of the arguments for delaying sexual activity and resisting pressure
 - Understand the reasons for having protected sex and maintaining sexual health
 - Understanding of sexual transmitted diseases, symptoms and treatments
 - Dealing with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence, and online encounters
 - Awareness of parenthood, effective parenting skills and the consequences of teenage pregnancy
 - The link between risk-taking behaviours such as drugs, smoking and alcohol, and the impact that this might have on relationships and sex
 - An awareness of how to avoid being exploited or exploiting others
 - Learning how to assert oneself appropriately within a relationship
 - Identifying and accessing appropriate advice and support about relationships
 - Accessing confidential sexual health advice, support and, if necessary, treatment
 - How the law applies to sexual relationships, abortion, female genital mutilation and forced marriage
 - An awareness of how relationships can be impacted by wellbeing and mental health

- An appreciation that different faith groups and cultures hold a variety of perspectives on relationships and intimacy
 - An awareness of the variety of types of family structure without the promotion of any particular model.
 - An awareness of peer on peer abuse in the form of public sexual harassment and sexual abuse
9. Inclusion – we aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that relationship and sex education is relevant to them.
10. Whilst we are not required statutorily to teach specific RSE content in the sixth form, aspects of the pastoral hour curriculum do focus on this topic.
11. A more detailed overview of how RSE outcomes are delivered at age appropriate stages can be found in the pastoral curriculum outline document on the school website and in appendix 2.
12. Information about the RSE curriculum is available on the school website throughout the year and parents are consulted and enlisted to support the RSE curriculum at key times throughout KS3 and 4. Specifically the school will disseminate RSE communications at the following times:
- Focus Evenings for years 7-11 – (September of each academic year)
 - ParentMail informing parents of their right to withdraw and overview of RSE curriculum (Autumn term of Year 8)
 - ParentMail informing parents of the content of the Year 8 Immersion Day – RSE1 (Spring Term)
 - ParentMail informing parents of the content of the Year 9 Immersion Day – RSE2 (Summer term)
 - ParentMail informing parents of the content of the Year 10 Immersion Day – Making Difficult Choices (Spring Term)
 - ParentMail informing parents of yearly review of the RSE policy – (Summer term)

Alongside these key times, parents are encouraged to contact the school at any time should they have observations or feedback they would like to share about the school's RSE provision.

13. Students are encouraged to give feedback after each RSE unit to inform the provision for the next academic year.

PRACTICE:

14. The teaching of RSE is predominantly through our Personal, Social, Health Education (PSHE) programme which is delivered within the pastoral hour and also through Immersion Days. The biological aspects of human growth and reproduction are taught through the national curriculum for Science. Within Computer Science, aspects of e-safety and online risks are also covered in Year 7. Other subjects may also cover themes that explore relationships as part of their national curriculum.
15. In order to ensure that we robustly fulfil our duty to deliver RSE, there are a number of stakeholders that play an important role in its delivery, monitoring and ongoing evaluation. Their responsibilities within this remit are detailed below:

Headteacher/Governing Board

16. The Headteacher and Governing Board are responsible for ensuring that there is an up-to-date RSE policy in place and that it is reviewed at regular intervals to ensure that the school is compliant with their statutory duty as per the current DFE guidance.

Deputy Headteacher (DHT) Pastoral

17. DHT Pastoral and the PSHE and Citizenship Curriculum Coordinator, along with Heads of Year (HoY) are responsible for ensuring that age appropriate schemes of work and immersion day content are in place, and that the content, resources and delivery are robust enough to ensure that RSE is covered effectively within the school.
18. The DHT to review the RSE policy annually to ensure it remains up to date with current DFE guidelines.
19. Each year the DHT/PSHE and Citizenship Curriculum Coordinator check that the information on the school's website and pastoral hour curriculum documents reflect the current policy, schemes of work and learning outcomes.
20. Through line management meetings with HoY and the PSHE and Citizenship Curriculum Coordinator, the DHT should ensure that effective planning for tutor continuing professional development on aspects of RSE are in place so that all staff feel supported in delivering challenging content, ensuring confidentiality and that they are able to manage sensitive discussions.
21. The DHT/PSHE and Citizenship Curriculum Coordinator will work with the School Health Practitioner in facilitating external advice and guidance services for students who may wish to have wider access to information on issues relating to RSE.
22. The PSHE and Citizenship Curriculum Coordinator will communicate to parents/carers in advance of RSE sessions an outline of the content.
23. The DHT/PSHE/HoY and Citizenship Curriculum Coordinator will meet with parents/carers who would like to formalise the removal of their daughter from the RSE curriculum.

Head of Year (HoY)

24. HoYs will work with the DHT Pastoral and PSHE & Citizenship Curriculum Coordinator to ensure that resources, speakers and content are in place for RSE schemes of work and immersion days that are used within their year group.
25. Review with the DHT Pastoral/PSHE and Citizenship Curriculum Coordinator feedback on RSE programmes to inform development of future schemes of work on a yearly basis.
26. Facilitate training for tutors on RSE to ensure that they feel supported and confident in delivering the material.
27. Liaise with parents/carers in the first instance if they choose to activate their right to withdraw their daughter from the RSE curriculum.

Teachers

- 28.** Ensure that an atmosphere is created where students feel able to discuss their concerns, feelings and relationships.
- 29.** Questions from students will be addressed and dealt with in the most appropriate manner and not disregarded.
- 30.** Teachers will have due regard to perspectives on equality in the delivery of RSE so that it is devoid of stereotyping, racism and sexism.
- 31.** Teachers will present a variety of perspectives on relationships and sex and actively disengage from presenting their own personal opinion or suggesting a preferred way of understanding sexuality or intimacy.
- 32.** Be aware of the sensitivity around discussing some aspects of RSE and the need to be mindful of confidentiality and safeguarding concerns.
- 33.** Make use of the guidance documents on 'Confidentiality' and 'RSE Services Guide' to inform their delivery of RSE in the classroom.

External Services

- 34.** When delivering aspects of RSE as part of school programmes, external agency workers should ensure that the advice and guidance that they offer is in line with the school's RSE policy and procedures.
- 35.** Where an external provider is making use of a space on site to deliver a service of information and guidance on relationship and sex education, they should be mindful of Department for Health guidelines for family planning advice for young people.

Parents/carers

- 36.** Parents/carers share the responsibility with the school for nurturing their child's understanding of RSE and as such we would like to encourage that discussions around content in RSE lessons are had at home as well. With this in mind, we aim to inform parents/carers as and when students are due to study RSE content on immersion days so that parallel conversations about RSE can happen at home.
- 37.** Parents/carers have a right to withdraw their child from aspects of the RSE curriculum except where the content is being covered as part of the National Curriculum for Science.
- 38.** If parents/carers would like to activate this right, they should contact the HoY to discuss the parts of the RSE curriculum that they would like their daughter to be removed from.
- 39.** Following this discussion with the HoY, an appointment should be made with the Headteacher or DHT Pastoral to formalise this request.

Students

40. To participate appropriately in lessons and immersion days on RSE.
41. Students should be mindful of their role in ensuring an inclusive atmosphere that allows for all students to feel valued and supported in their discovery and understanding of RSE regardless of their culture, beliefs, sexuality or experiences.

Appendices

42. In addition, the following documents give further advice and guidance on how to put this into practice:
 - Confidentiality (Appendix 1)
 - Overview of RSHE content at TGS (Appendix 2)

Documentation

43. This policy has been informed by the following documents:
 - DFE (Sept 2021) Sexual violence and sexual harassment between children in schools and colleges
 - DFE (June 2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education
 - DFE (March 2017) Policy Statement: Relationships education, relationships and sex education, and personal, social, health and economic education
 - DFE (July 2020) Relationships and Sex Education (Secondary)
 - DFE (July 2000) Relationships and Sex Guidance
 - PSHE Association (2018) Roadmap to statutory RSE
 - PSHE Association (2014) Relationships and Sex Education for the 21st Century: supplementary advice to the Relationships and Sex Education Guidance DfE (0116/2000)
 - House of Commons (July 2015) Relationships and Sex Education in Schools
 - DFE (September 2021) 'Keeping Children Safe in Education'
 - Department for Health family planning services for young people
 - Tiffin Girls' School Policies:
 - Behaviour for Learning
 - Online Safety
 - Safeguarding
 - Equality, Diversity and Inclusion
 - Discrimination Incident Policy

APPENDIX 1

Confidentiality

'Confidentiality' in our context:

- As a school we recognise that all students have a right to confidentiality in relation to health and confidential contraceptive and sexual health advice.
- As a school all staff are aware that they are not able to offer unconditional confidentiality.
- Staff will ensure that information that is disclosed to them about RSE is kept private. If there is a need for a member of staff to seek advice about whether to refer a situation this will be done discreetly without the student's name being used with appropriate members of the pastoral team – (HOYs, DHT–Pastoral). If a safeguarding situation is apparent, identifying information may be sought in order to safeguard that individual and safeguarding procedures will be followed.
- Whilst we would always encourage students to keep their parents/carers informed of personal matters so that they can provide appropriate support and guidance, we recognise that a young person may have valid reasons as to why they might not want to seek this support.
- External services that offer 1:1 sessions or 'drop-ins' follow Fraser guidelines on the information and guidance they provide to students. These are set out below:

They should give confidential advice and guidance to under-16s when:

- The young person understands the advice and has sufficient maturity to understand what is involved
- The health professional could not persuade the young person to inform their parents/carers, nor to allow the doctor to inform them
- The young person would be very likely to begin, or continue having sexual intercourse with or without contraceptive treatment
- Without contraceptive advice or treatment, the young person's physical or mental health would suffer
- It would be in the young person's interest to give such advice or treatment without parental consent.

APPENDIX 2

Overview of Relationships, Sex, Health Education (RSHE) at TTGS

For a number of years now we have had in place all of the key learning outcomes for students concerning their knowledge and understanding of relationships, sex and health. In fact, our provision exceeds the DfE minimum expectations as we also provide learning on other government advised areas such as economic wellbeing. We meet our statutory responsibilities to support students in their development of these key areas of learning through the following:

- Schemes of work in the pastoral hour
- Immersion days
- Assemblies, tutor activities and external talks

The content specified by the DfE is broad and covers the following:

Relationships and Sex	Health
<ul style="list-style-type: none">• families• respectful relationships, including Friendship, healthy and unhealthy relationships, successful marriage or committed relationship• online media• being safe• intimate and sexual relationships, including sexual health	<ul style="list-style-type: none">• mental health• internet safety and harms• physical health and fitness• healthy eating• drugs, alcohol and tobacco• health and prevention• basic first aid• changing adolescent body

The Tiffin Girls' Specific Delivery

Age appropriate Schemes of Work – these are embedded as part of weekly pastoral hour throughout years 7-11. These units of work explore content and risks associated with these areas and we signpost where students can get support should they need it. Outcomes for these lessons follow PSHE Association learning objectives.

Year 7
<ul style="list-style-type: none">– Transition and Change - Identity, Friendships, Peer Pressure, Health Lifestyles, Puberty– Making and maintaining friendships – Stress, Feelings, Confidence, Relaxation, Inner helpful thoughts, exploring solutions and coping plans, commitment, rights and responsibilities, making & maintaining friendships, self care– British values and diversity – Diversity, Accepting differences, different types of families and relationships– Keeping ourselves Safe Immersion Day – Bullying, E-safety workshop, Travel Safety workshop
Year 8
<ul style="list-style-type: none">– Relationships Continuum– Personal Identities – Role models, women in society, attitudes and pressures placed on young women, Assertion skills, online identities
<ul style="list-style-type: none">– Diversity – Equality and diversity, cultural perspectives, LGBT community, Media representations of women, positive diversity for children

<ul style="list-style-type: none"> - RSE1 Immersion Day – Relationships continuum, Relationships in the media, Relationships SWOT analysis, Gender and Identity, Relationships workshop - Emotional Well being - Understanding Drugs
Year 9
<ul style="list-style-type: none"> - Alcohol and Drugs – risk, alcohol, introduction to drugs, external talk, legal highs, smoking health effects - Emotional Well-being – emotional wellbeing, emotional states, mapping our emotions, unhelpful thoughts, vantage points, motivation, consent, boundaries and respect, conflict resolution - Sex & Relationships – sex and relationships 1, 2, 3, 4 - RSE Immersion Day 2 – Healthy Relationships, Contraception, Challenges within LGBTQ+ relationships, STIs, Pornography and Sexting
Year 10
<ul style="list-style-type: none"> - Induction Afternoon – Importance of Healthy eating and sleep - Managing Self/stress - what is stress?, body responses to stress, Impact of stress, relaxation strategies, stress plans - Diversity and rebellion – national culture, immigration and the media, pressure groups, anti-social behaviour - Healthy & unhealthy online relationships - Making Difficult Decision Immersion Day – arranged/forced marriages, DSM foundation (drugs workshop), Diversity and decision making, Online risks and the law
Year 11
<ul style="list-style-type: none"> - Exploring Relationships – romantic relationships, unhealthy relationships, commitment and ending relationships, infertility and different types of families, forced marriage and changing relationships, sharing of inappropriate messages, alcohol/drugs and safe choices - First Aid – First Aid Carousel, Alcohol and First Aid, Physical Health conditions, Chronic Health Conditions, - Mental Health Unit - emotional and psychological health, mental health and substance misuse, resilience, work life/school life balance - Pink Day Campaign – breast cancer, becoming familiar with your body over a cycle
Year 12
<p>– External Speakers – rolling programme of speakers who address aspects of wellbeing, mental health, relationships and sex education, women’s health, menopause, risks associated with drugs and alcohol</p>
Year 13
<p>Mental Health and Wellbeing strategies – yoga, knitting, cooking, active listening on world issues</p>

Other aspects of the wider curriculum that cover RSE principles

1. **Science lessons** – biology of reproductive system and sex.
2. **Computing lessons** – cover aspects of e-safety and this is a foundation to risky online behaviour that is picked up within RSE.
3. **Your Healthcare drop-in** – School nurse available within school on Wednesday who can provide advice and guidance on contraception, STIs, pregnancy testing, health concerns, mental health
4. **LGBTQ+ Week** – Held in the spring term, in this week there are a number of activities, talks and information sessions held to promote awareness, inclusion and openness about the LGBTQ+ community and their rights
5. **LGBTQ+ society** – This society allows students who identify as part of this community, those that are questioning their sexuality, or those that just want to know more about the rights and experiences of the LGBTQ+ community to explore with their peers their understanding and feel supported. They play a pivotal role in preparing for LGBTQ+ week.