



ROYAL
BALLET
SCHOOL

SETTING THE STANDARD

RELATIONSHIPS & SEX EDUCATION POLICY

September 2023

Introduction

The aims of relationships & sex education (RSE) at the Royal Ballet School is to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Students are at the heart of everything that the School does and it is our aim to nurture considerate, intelligent human beings.

Legislation

This policy is written with due regard to 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. The School also has due regard to any guidance under section 80A of the Education Act 2002.

Policy development

This policy has been developed considering the views of staff, parents/carers and students. Parents are alerted to the policy on an annual basis to coincide with an information webinar for parents hosted by an external provider. Parents are requested for their input and feedback on the policy on an annual basis via an email request sent by the Academic and Pastoral Principal. This request may also include other relevant RSE information or updates.

The policy will be available on the policies section of the School website:

<https://www.royalballetschool.org.uk/discover/royal-ballet-school-policies/>

Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Teaching involves a combination of sharing information and exploring issues and values

RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and receive appropriate and accurate information.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught as part of the whole school approach to wellbeing, and is arranged with the personal, social, health relationships and economic (PSHRE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). The statutory components of sex education within RSE are delivered to students through a series of workshops by the RSE company 'It Happens'.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships and professional relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The Governing Board

The governing board will approve the RSE policy, and hold the Academic & Pastoral Principal to account for its implementation.

The Academic & Pastoral Principal

The Academic & Pastoral Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE (see section below).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Academic & Pastoral Principal.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

We will ensure that every registered student is provided with relationship and sex education, except in so far as the student is excused.

Parents' have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Academic & Pastoral Principal.

A copy of withdrawal requests will be placed in the student's educational record. The Academic & Pastoral Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

A student is so excused until the request is withdrawn unless, or to the extent, that their Academic & Pastoral Principal considers that the student should not be so excused.

Training

Staff teaching/delivering RSE are appropriately trained. All tutors are offered further training in the delivery of RSE.

The Academic & Pastoral Principal may also invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of statutory RSE is monitored by the Academic & Pastoral Principal and/or the PSHRE co-ordinators through:

- Attendance at the workshop sessions
- Data collected from students after sessions

This policy will be reviewed annually by the PSHRE co-ordinators. At every review, the policy will be approved by the governing board.

Relationships and Sex education curriculum map

| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|------------|----------|--|
| Year 7 | Autumn 1 | <p>All the Relationships</p> <ul style="list-style-type: none"> •Inclusive families, marriage and the law •Being curious about relationships •Getting good answers •Permission Seeking and boundaries •The beginnings of Consent and the law •Who to talk to if there is a problem |
| Year 8 | Autumn 1 | <p><u>The Adolescent Body: Puberty</u> Puberty & Change – your questions answered</p> <ul style="list-style-type: none"> • Period products, the environment & Menstrual Wellbeing • Male puberty explained • Looking after your private body • Touch & Pleasure • Who to ask for help <p><u>Digital Lives</u></p> <ul style="list-style-type: none"> • Self-esteem & the media • Pornography • Sexting & sharing • Online behaviour • Reputation • Asking for help |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|------------|---|--|
| Year 9 | Autumn 1 | <p><u>The Adolescent Body: Puberty</u> Puberty & Change – your questions answered</p> <ul style="list-style-type: none"> • Period products, the environment & Menstrual Wellbeing • Male puberty explained • Looking after your private body • Touch & Pleasure • Who to ask for help <p><u>Digital Lives</u></p> <ul style="list-style-type: none"> • Self-esteem & the media • Pornography • Sexting & sharing • Online behaviour • Reputation • Asking for help |
| Year 10 | Autumn 1 | <p><u>Intimate Relationships</u></p> <ul style="list-style-type: none"> • Reproduction v. Pleasure • Understanding intimacy • Becoming Sexually Active • Complex consent, Green Flags/Red Flags • Being a bystander/upstander • Empowering Strategies & Skills |
| Year 11 | Autumn 1 Workshop 1 & Spring Workshop 2 | <p><u>Healthy Relationships</u></p> <ul style="list-style-type: none"> • Complex consent • Love & break-ups • Unplanned pregnancy • Contraception • STIs & your sexual health • Accessing services |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|--------------|-----------------|---|
| Years 12 &13 | Autumn & Spring | <ul style="list-style-type: none"> • Staying Safe online (Digital Lives) • Mental well-being best practice • Comprehension of Contraception • FGM • Normal functions of the body • Healthy personal relationships • Healthy working relationships • Mental well-being best practice • LBGTQ+ awareness and relationships • Healthy Intimate Relationships/Contraception • Family relationships • Professional relationships • Fertility and the potential impact of lifestyle <p>There are a range of additional resources that students can access privately, and in their own time. These include topics such as:</p> <ul style="list-style-type: none"> • Safety/ Sexuality/Relationships • Legal aspects / consent • Contraception • STIs • Menstrual cycle • Pregnancy including miscarriage / abortion (birth & breastfeeding) • Genital mutilation • Pornography / Body image |

Appendix 2: By the end of secondary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|--|--|
| Families | <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed |
| Respectful relationships, including friendships and professional relationships | <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed • What is a healthy working professional relationship: expectations for professional dancers. Where to seek help and advice, if these expectations and laws are not upheld. |

| TOPIC | PUPILS SHOULD KNOW |
|------------------|---|
| Online and media | <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed |
| Being safe | <ul style="list-style-type: none"> • 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 • 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) |

| TOPIC | PUPILS SHOULD KNOW |
|--|--|
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> • 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |