



Relationships and Sex Education Policy

RATIONALE AND ETHOS

Relationships and Sex Education (RSE) is an aspect of the College's comprehensive programme of Personal, Social, Health and Economic Education (PSHE).

In all areas of human experience, a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made. RSE (within PSHE) is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is vital that pupils receive effective sex education so that they can make informed decisions when the time is right for them before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation which may affect relationships with others, both now and in the future. The importance of sexual relationships in all our lives is such that sex education has a crucial role to play in preparing children for their lives now and in the future as adults and parents. In RSE, learning information about the physical aspects of sex must be complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

In drawing up the College's policy, due regard has been given to:

- consultation with governors, the Head Master, teachers and parents;
- the issues of content, organisation, methodology, resources, the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate);
- encouraging pupils to have regard to moral considerations and to appreciate the value of self-restraint, dignity, respect, the value of delay and to behave responsibly in sexual matters.

The College's spiralling PSHE curriculum ensures RSE is inclusive and meets the needs of all its pupils, including those with special educational needs and disabilities (SEND) by ensuring all RSE teaching is presented in an age and situationally appropriate way for College pupils. Furthermore, lessons are differentiated and offer sufficient challenge and support so that all pupils can progress. The College ensures RSE fosters equality in terms of gender, LGBTQIA+, ability and race equality by including these key principles in its everyday teaching practice.

AIMS AND OBJECTIVES

The following aims reflect those of the school and the general aims of the government guidelines, and show how sex education is delivered within the context of a moral framework.

1. To provide a broad and balanced relationships and sex education programme which:



- offers full entitlement and access for all, including pupils with special needs. Including discussion of different types of relationships and sexualities;
 - operates in an atmosphere of mutual trust and respect so as to encourage pupils to put forward and explore their ideas.
2. By exploring moral and sexual issues and values to:
- endow the pupils with positive proactive attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills with respect to sexuality and personal relationships, e.g.:
 - those appropriate to informed decision-making and evaluation of the social/cultural influences on sexual behaviour;
 - non-exploitation, commitment and trust in sexual relationships;
 - an understanding that all sexes have responsibilities in sexual matters;
 - the skills to identify and report unwanted sexual experience.
 - foster self-esteem, self-awareness and a sense of moral responsibility.
3. To give pupils knowledge and understanding of the following, in order for them to make informed choices:
- the physical, emotional and social aspects of an individual's development; personal relationships; responsible attitudes and appropriate behaviour.
 - family life - the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others.

LEGISLATION AND GUIDANCE

The College is required to deliver RSE Education as part of its PSHE curriculum as stated in the DfE statutory requirements published in 2019. Further documents that inform the College's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance
- Children and Social Work Act (2017)
- Statutory Relationships, Sex and Health Education (2021)

Withdrawing children from sex education

Parents have the right to withdraw their children from sex education up to the age of 16, however the child may legally challenge this decision under Section 8 of the Children Act ('specific issues order'). Pupils who are withdrawn from sex education will be set independent PSHE work and will be registered by the School librarians. We contact all parents at the start of the academic year outlining the PSHE topics (using the spiral



curriculum) and their right to withdraw. In the Upper School, we then update HoMs on upcoming PSHE topics at the start of every term and report back to parents via student summary reports. In the Prep School, the Head of PSHE contacts all parents prior to the topic to explain and contextualise the course. Parents wishing to withdraw their child(ren) should contact the relevant HoM(s) or Head of PSHE.

ROLES AND RESPONSIBILITIES

The RSE programme will be led by the Head of PSHE from each area of the College's three Schools (the Pre-Prep, the Prep and the Upper) and it will be taught by the PSHE teaching staff. In the Upper school, it may be supported by additional input as part of PSHE booster mornings.

IMPLEMENTATION

Pre-Prep School

From Nursery to Year Three, RSE is covered within our Science and PSHE lessons by the class teachers. All teachers are involved in the provision at a level deemed age appropriate to the child.

The children from Nursery to Year Three are encouraged to identify and name, or draw and label the basic parts of the human body and say which part of the body is associated with each sense.

In Year Two and Three, RSE is closely linked to Science where the children learn that animals (including humans) have offspring which then grow into adults. Within our PSHE lessons they learn to have an age-appropriate understanding of healthy relationships and are confident in staying safe through discussions including the 'Let's Talk Pants' Underwear rule from the NSPCC. The children also learn about how to form safe relationships online through our ICT lessons on online safety.

Prep School

In Years 4 and 5, RSE is covered in single sex lessons taught by Year 4 and class teachers with assistance from the HoD of PSHE Education. In Year 6, PSHE teachers start the education in single sex groups but they are brought back to mixed classes to consolidate understanding. All pupils are taught the same content. It is a spiralling curriculum to increase awareness of safety (NSPCC Pants Rule) and the ever changing body due to puberty and adolescence. Questions can be asked using the 'Ask-it Basket' system. Parents are informed of the content and timing of these lessons in advance.

In Years 7 and 8, RSE is covered in PSHE Education lessons in mixed classes, taught by their assigned PSHE teacher. The spiralling curriculum continues and feeds into the Upper School curriculum. This is continually monitored by the HoD's of both Schools. Parents are informed of the content and timing of these lessons in advance.



Upper School

The Upper School RSE programme is an integral part of the whole school PSHE education provision and will be covered in the relationships, sex and health topics of the PSHE spiral curriculum. The topics will repeat at different times in the year for Years 9-11, therefore it is essential to ensure at the beginning of the year parents are informed of the right to withdraw from the content. The HoD PSHE manages this and relays the information to PSHE subject teachers, HoMs and the librarians. The RSE programme will be planned and delivered through timetabled PSHE lessons delivered to years 9-11. The education will continue into the Sixth Form where it will be delivered as part of a varied weekly programme designed to prepare students for higher education, careers and, more generally, life beyond school. High quality resources will support the RSE provision and will be regularly reviewed and are stored in a Google Drive folder accessible to all PSHE teachers.

The RSE programme in both the Upper Pre and the Upper School is LGBTQ+ inclusive and all lessons are taught in a manner that will enable LGBTQ+ relationships to form part of RSE discussion and education, without promoting one particular sexual orientation or way of life over another. RSE is continually monitored and reviewed within the College to ensure the content delivered to the pupils is entirely appropriate and is adaptable to any cultural or behavioural changes that are observed in the pupil body in this area.

ANSWERING PUPILS' QUESTIONS

The College believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a pupil may ask a particularly explicit, difficult or age appropriate question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with pupils and by taking an approach that encourages pupils to be mature and sensible. PSHE teachers use a variety of pedagogical techniques to reduce the risk of this occurring. For example, teachers use anonymous 'ask it baskets' or ask pupils to submit their questions via Google Forms or Menti metre. This allows teachers to filter questions, ensuring they are age appropriate for the whole class.

If a teacher does not know the answer to a question they will acknowledge this and the teacher in question will research the answer to the question. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the pupil who asked it. If a question is too personal, teachers will remind pupils about the ground rules and will use distancing techniques to de-personalise the question. If a teacher is concerned that a pupil is at risk of sexual abuse, they will follow the College's safeguarding and child protection procedures.

College staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures about abuse are made.



SAFEGUARDING

All work produced in PSHE is reviewed on a regular basis by the PSHE staff to check for understanding but also for any safeguarding concerns that may arise from pupil work. Any concerns raised as a result of in class discussions or pupil interactions should be raised as safeguarding concerns and raised in line with the College's safeguarding procedures.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If such issues arise, teachers will follow the College's safeguarding procedures.

ENGAGING STAKEHOLDERS

Parents will be informed about changes to this policy by email. The policy will be available to parents through the College website. The views and participation of parents are vital for the most effective RSE. The College organises a separate event from time to time when the relationships and sex education programme is discussed and the relevant resources viewed. Parents are fully informed about the timing and content of the course, and encouraged to enhance that part of the relationships and sex education programme provided by the College by having discussions at home. All RSE resources are posted prior to the lesson on Google Classroom, which can be accessed by parents and pupils.

During the academic year we provide numerous RSE parent workshops and INSET for all parents in the Prep and Upper to attend either in person or on zoom.

MONITORING AND REVIEW

The College is committed to monitoring and evaluating the effectiveness of this programme. Specifically important to the relationships and sex education programme are:

- pupil feedback;
- staff review and feedback;
- parental feedback.

This policy is regularly monitored to ensure that it is working as effectively as possible. It will be reviewed annually and at other times in the intervening period as necessary.