Cothill Policy Documents

Relationships and Sex Education

Date: June 2024
Next review: June 2025

RELATIONSHIPS AND SEX EDUCATION POLICY

Statutory requirements

This policy covers the school's approach to RSE. This policy is applicable to all pupils, staff and parents/carers. This school policy is available via the school website and hard copies can be obtained free of charge from the school office on request.

The school meets the requirements to teach RSE as set out in the statutory guidance which can be found here.

1. Every pupil up to and including Year 6 is provided with relationships education;
2. Pupils in years 7 and 8 are provided with relationships and sex education unless a pupil has been formally withdrawn from these lessons (see below);
3. The school has due regard to any guidance under section 80A of the Education Act 2002;
4. The school will consult parents of registered pupils before revising this policy;
5. The school will ensure that when a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused **until** the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be excused.

The school's RSE policy will be reviewed every 12 months and will be updated in line with any statutory guidance.

This policy should be read in conjunction with the following documents:

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- Pupil Behaviour Policy
- E-Safety Policy
- Health & Safety Policy
- Equal Opportunities Policy

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – The Head of Department conducted a review using information including relevant national and local guidance.
2. A meeting with the DSL and LAG Trustee to review the draft policy allowing the opportunity to make recommendations.

3. Staff consultation – All teaching staff were given the opportunity to look at the policy and make recommendations.
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy or contact the school with any suggestions. A copy of the policy is published on the school's website and available on request from the school office. Please note that although all views are listened to, they do not amount to a power of veto over curriculum content.
5. Pupil consultation – we investigated what exactly pupils want from their RSE.
6. Termly evaluation by the Head of PSHE.

Definitions

Primary - up to and including Year 6

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. (RSHE Guidance)

In the Prep Schools Trust we use a gender equality and human rights framework for Relationships Education. To cover the curriculum content in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships on and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health, wellbeing and dignity;
- build self-esteem and self-worth;
- explore and value their personal identity and the identities of others;
- explore a range of family structures, including LGBT+ families and other family structures;
- understand and make sense of the real-life issues they are experiencing in the world around them;
- manage and explore difficult feelings and emotions;
- consider how their choices affect their own wellbeing and that of others;
- develop as informed and responsible citizens;
- understand and ensure the protection of their rights throughout their lives.

Secondary - Years 7 and 8

The aim of Relationships and Sex Education is to teach young people the information and skills they require to develop healthy and nurturing relationships of all kinds, including intimate relationships.

Relationships Education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Pupils are taught about what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

Sex Education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equality and human rights framework. We will take care to highlight lessons

that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity;
- build self-esteem and self-worth;
- explore and value their personal and sexual identity and the personal/sexual identities of others;
- understand family structures, committed relationships and the legal status of different types of long-term relationships;
- understand and make sense of the real-life issues they are experiencing in the world around them;
- manage and explore difficult feelings and emotions;
- consider how their choices affect their own wellbeing and that of others;
- develop as informed and responsible citizens;
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Subject Content

Our RSE program is an integral part of our whole school PSHE provision. PSHE is a spiral based program that is designed to regularly touch and gradually revisit and reintroduce topics at a deeper and more complex level for each key stage or year group, whilst rehearsing, emphasising and embedding the essential skills and attributes young people need to manage their lives

Our curriculum is set out as per Appendix 1 and is based on the scheme of work provided by Jigsaw, which complies with all the statutory guidance. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

RSE is usually taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE may be taught within the science curriculum.

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
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Growing and changing, including puberty

- Personal hygiene
- Changing feelings
- Becoming more independent
- Consent
- Developing self-esteem and confidence

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.

The school will take into consideration and be sensitive to those of differing faith perspectives and ensure that the curriculum complies with the provisions for protected characteristics in the Equality Act 2010.

The curriculum is accessible to all including those with SEND and the school acknowledges that those with additional learning needs may be more vulnerable. Teaching Assistants may be deployed to support SEND students and to work alongside teaching staff to ensure the content will be made accessible to all pupils. Resources and materials will be adapted according to the pupils' learning needs. Any pupils identified as vulnerable or with a specific concern or need will receive specialist lessons where deemed appropriate. Consent from parents will be asked for.

Furthermore, with regard to LGBT, the school ensures that the needs of all its pupils are met, taking into consideration sexual orientation and gender reassignment. The delivery of the curriculum is sensitive and age appropriate and any content on LGBT is delivered as part of the curriculum rather than in isolation.

Monitoring arrangements

The delivery of RSE is monitored by the Head of PSHE through:

- Pupil evaluation sheets will be distributed either in hard copy or via Google classroom to see how RSE can be developed. Staff will also be surveyed in order to secure their views at regular intervals.
- Learning walks and drop-ins will be conducted as ongoing evaluation for PSHE learning.
- Lessons will be written with a baseline task and an end assessment to check the pupils' understanding.
- Book scrutinies.
- End of topic assessments where appropriate.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Head of PSHE annually. At every review, the policy will be approved by the trustees of the Prep Schools Trust.

Roles and responsibilities

1. The Board of Trustees

The Board of Trustees will approve the RSE policy, and hold the Head to account for its implementation.

2. The Head

The Head will hold the Head of Department to account for its implementation. The Head of PSHE is responsible for ensuring that RSE is taught consistently across the school, and for managing requests (alongside the Head) to withdraw pupils from non-statutory non-science components of RSE (see below).

3. Staff

Staff are responsible for:

- Delivering RSE in a sensitive and non-judgemental way;
- Ensuring they follow the schools safeguarding policy;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the nonstatutory/non-science components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the Head in advance.

4. Pupils

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

Parents' right to withdraw

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education. Parents have the right to withdraw their children from the non-statutory / non-science 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. Any parent considering this course of action should carefully consider the course content before committing their request to the Head in writing.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of PSHE will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from sex education.

Appendix 1 - Curriculum map

Relationships and Sex Education (RSE)

RSE is delivered by specialist teachers through PSHE lessons and Science lessons as well as by an external consultant who delivers RSE sessions to pupils from Year 5 to Year 8. From September 2020, sex education will be compulsory in schools.

In Year 4, Relationships Education focuses on teaching the pupils how their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view. Lessons will also look at how to make friends and getting on and falling out.

In Year 5, the focus will explore how loss and change are part of the cycle of life, moving on to the changes involved in puberty for both genders as well as hygiene, healthy diet, movement and sleep. It will also cover conception, pregnancy and birth. Pupils in Year 5 benefit from two sessions with an external consultant.

In Year 6, the framework of Year 5 will be reviewed and expanded, and pupils will explore the differences between adolescence and puberty, how we all change at different times and develop skills to manage the physical and emotional changes. Changes at puberty for both genders will be discussed as well as managing feelings. Pupils in Year 6 benefit from two sessions with an external consultant.

Year 7 will include two whole year group sessions with an external consultant in which pupils will look at the virtual revolution/internet and its impact on sex education. The second session will be about our relationship with our parents during the adolescent years.

Year 8 pupils will also benefit from two sessions with an external consultant, the first of which examines wellbeing and adolescence, looking at taking care of our minds and our bodies and exploring the role of emotions and how to manage them. The second session looks at sex, sexuality, contraception and the law including exploring different relationships, orientation and sexual fluidity.

A more detailed outline of the sessions provided by our external consultant is available on request from the Head of PSHE.

Parental involvement is encouraged and a session with an external consultant is available to them. This session compliments the sessions with the pupils and in 1.5 hours examines how to talk to your children about puberty, sex and sexuality.

Appendix 2 - Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child …….

Class …….

Name of parent/carer ….…….

Date …….

Reason(s) for withdrawing from sex education within relationships and sex education:

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Is there any other information you would like the school to consider?

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…….…...

Parent signature ……..……..

TO BE COMPLETED BY THE SCHOOL:

Agreed actions from discussion with parents

Include notes from discussions with parents and agreed actions taken, specifying what the pupil will be doing during these lessons and under whose supervision