

# **Relationships Education and Relationships and Sex Education Policy**

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**Withington Girls' School**

September 2020

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## 1 Introduction

- 1.1 The School believes that effective relationships education and relationships and sex education is essential for young people to make responsible and well-informed decisions about their lives. The aim of relationships education and relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life. The School recognises that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects can support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- 1.2 The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationship education and relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.
- 1.3 The School recognises an aim of this policy is to help to create a culture of safety, equality and protection.

## 2 Scope and application

- 2.1 This relationships education and relationships and sex education policy applies to the primary and secondary age phases of the School.
- 2.2 The policy applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and pupils of the School.

## 3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under:
- 3.1.1 Education (Independent School Standards) Regulations 2014;
  - 3.1.2 Education and Skills Act 2008;
  - 3.1.3 Education Act 2002;
  - 3.1.4 Children Act 1989;
  - 3.1.5 Equality Act 2010;
  - 3.1.6 Children and Families Act 2014;
  - 3.1.7 Children and Social Work Act 2017;
  - 3.1.8 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- 3.2 This policy has regard to the following guidance and advice:
- 3.2.1 it is based on statutory guidance from the DfE Relationships education, relationships and sex education and health education (DfE, June 2019);

- 3.2.2 Keeping children safe in education (DfE, September 2019) (**KCSIE**);
  - 3.2.3 Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, July 2018);
  - 3.2.4 Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, August 2016);
  - 3.2.5 Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018);
  - 3.2.6 Searching, screening and confiscation: advice for schools (DfE, January 2018);
  - 3.2.7 Relationships education, relationships and sex education and health education FAQs (DfE, May 2018), the Government response to draft *Relationships education and relationships and sex education (RSE) and health education guidance*; and
  - 3.2.8 Relationships, sex and health education: guide for schools (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education.
- 3.3 The following School policies, procedures, documents and resources material are relevant to this policy:
- 3.3.1 child protection and safeguarding policy and procedures;
  - 3.3.2 behaviour and discipline policy;
  - 3.3.3 risk assessment policy for pupil welfare;
  - 3.3.4 anti-bullying policy;
  - 3.3.5 special education needs and learning difficulties policy;
  - 3.3.6 equal opportunities policy
  - 3.3.7 PSHCE policy;
  - 3.3.8 e-safety policy;
  - 3.3.9 acceptable use policy;
  - 3.3.10 curriculum policy;
  - 3.3.11 pastoral care policy
- 4 Publication and availability**
- 4.1 This policy is published on the School's website.
  - 4.2 This policy is available free of charge in hard copy on request from Vicky Brickhill, Assistant to the Pastoral Team.
  - 4.3 A copy of this policy is available for inspection from Vicky Brickhill, Assistant to the Pastoral Team, during the School day.
  - 4.4 This policy can be made available in large print or other accessible format if required.

## 5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 references to the Board of Governors are references to the Proprietor.

5.1.2 references to Parent or Parents means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian).

## 6 Responsibility statement and allocation of tasks

6.1 The Board of Governors has overall responsibility for all matters which are the subject of this policy including the approval of this policy.

6.2 The Board of Governors is required to ensure that all those with leadership and management responsibilities at the School actively promote the wellbeing of pupils. The adoption of this policy is part of the Board of Governors' response to this duty.

6.3 To ensure the efficient discharge of its responsibilities under this policy, the Board of Governors has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Jen Baylis, Deputy Head	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Jen Baylis, Deputy Head and Julia Johnston, Head of PSHCE	As required, and at least annually
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Jen Baylis, Deputy Head	As required, and at least annually
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Jen Baylis, Deputy Head and Julia Johnston, Head of PSHCE	Annually or sooner, as required
Formal annual review	Board of Governors Jen Baylis, Deputy Head and Julia Johnston, Head of PSHCE	Annually

## **7 Definition of relationships education and relationships and sex education**

- 7.1 Relationships education for primary education and relationships and sex education for secondary education is part of the PSHCE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing. The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.
- 7.2 Sex education, as part of relationships and sex education in secondary schools includes the teaching about intimate and sexual relationships, including sexual health. It also includes what the law says about sex, relationships and young people, as well as broader safeguarding issues and using technology.
- 7.3 Sex education is not compulsory in primary schools. The School science curriculum includes reference to the subject coverage in related areas including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals. In addition, the School delivers sex education for primary age pupils as set out in Appendix 1.

## **8 Curriculum content**

- 8.1 By the end of primary education, relationships education will include teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe. The School scheme of work for PSHCE details what each topic covers and when each topic is taught. In addition to this, talks delivered by the school nurse explain the changes encountered during puberty. See Appendix 1 for a broad overview of the curriculum map.
- 8.2 In addition to relationships education, the School will teach sex education including teaching contained in the science curriculum about differences between the lifecycles of living things. This includes the process of reproduction in some plants and animals and the changes in humans as they grow older.
- 8.3 By the end of secondary education, relationships and sex education will include teaching to develop knowledge on the topics specified for primary education. In addition, the curriculum provision will include teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including sexual health.

## **9 Equality**

- 9.1 The School will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of relationships education and relationships and sex education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.

- 9.2 The School will be alive to issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled.
- 9.3 **Students with special educational needs and disabilities (SEND):** relationships education and relationships and sex education will be accessible for all pupils and to ensure this, teaching will be differentiated and personalised. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.
- 9.4 **Lesbian, Gay, Bisexual and Transgender (LGBT):** The School will ensure that the teaching of relationships education and relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupils about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.
- 9.5 The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the Board of Governors of the school to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:
- 9.5.1 in the way it provides education for pupils;
- 9.5.2 in the way it provides pupils access to any benefit, facility or service; or
- 9.5.3 subjecting them to any other detriment.
- 9.6 The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

## 10 Curriculum delivery

The content of the relationships and sex education curriculum is delivered through the three curriculum areas of Science, Religious Studies and PSHCE (see curriculum map at Appendix 1) and is delivered in the following ways:

- lessons delivered by staff and external agencies
- tutor time delivered by form tutors
- assemblies delivered by members of staff and / or external agencies
- collapsed timetable sessions delivered by members of staff and / or external agencies
- parents' information events

Teaching methods include:

- discussion with pupils of the importance of PSHCE 'safe space' and the established ground rules under which lessons operate
- individual, pair and group work – creating mind maps, discussion, watching relevant material to explore topics, visiting speaker sessions
- use of devices to research issues and create animations / powerpoints / posters etc
- utilisation of current resources from professional bodies such as the PSHE Association

Differentiation methods include:

- opportunities for pupils to ask questions and seek clarifications
- teachers to use drawings and diagrams such as mind-maps to support instructions
- to have information, such as the vocabulary and bullet points, available on OneNote pre and post lesson
- lessons where teachers talk briefly and then pupils work in groups
- thinking time after a question is asked
- opportunities to work with a partner

Details of when different aspects of the relationships and sex education curriculum is delivered through the three curriculum areas of science, religious studies and PSHCE is outlined in the curriculum map (Appendix 1).

## **11 Safeguarding, reports of abuse and confidentiality**

- 11.1 The School will follow *Keeping children safe in education (KCSIE)* and will ensure children are taught about safeguarding, including about how to stay safe online. Open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled.
- 11.2 Teachers will follow the School's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's safeguarding policy if a child protection issue is raised.
- 11.3 The School will encourage students to talk to their parents or carers and support them to do so. The School will also inform students of sources of confidential help, for example, the School nurse, counsellor, GP or local young person's advice service.
- 11.4 Where the school invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

## **12 Parents' and carers' participation**

- 12.1 The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:
- 12.1.1 teaching their children about relationships and sex;
  - 12.1.2 maintaining the culture and ethos of the family;
  - 12.1.3 helping their children cope with the emotional and physical aspects of growing up;
  - 12.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.
- 12.2 The School will consult with parents and carers in the development and review of this policy and on the content of the relationship education and relationship and sex education programmes. See Appendix 2.

- 12.3 The School will communicate to parents what will be taught and when in delivering relationships education and relationships and sex education. See Appendix 2.
- 12.4 Parents and carers of secondary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The School will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.
- 12.5 Following a request to withdraw in relation to a secondary age child, the Head of PSHCE will communicate with the child's parents or carers, and where appropriate, with the child. The Head of PSHCE will also discuss the request with the Deputy Head. Following that discussion, except in exceptional circumstances, the School should respect the parents' or carers' request to withdraw the child, up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School should make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances where the Deputy Head may want to take into account a pupil's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented by the School.
- 12.6 Parents and carers of primary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at primary age except for those parts included in the science curriculum.
- 12.7 The Head will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.
- 12.8 The parents' and carers' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the School. There is no right to withdraw from relationships education.

### 13 **Consultation**

- 13.1 This policy has been produced in consultation with parents and carers and seeks to take into account the views of teachers, pupils and parents.

### 14 **Monitoring, evaluation and review**

- 14.1 The Head of PSHCE, Head of Science, and Head of Religious Studies will ensure that:
- 14.1.1 all schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;
  - 14.1.2 colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery conforms to the guidelines set down in the policy and its appendices;
  - 14.1.3 staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;

14.1.4 any review of the programme includes an opportunity for the views of parents to be considered;

14.1.5 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy.

**15 Version control**

Date of adoption of this policy	September 2020
Date of last review of this policy	
Date for next review of this policy	Summer 2021
Policy owner (SLT)	Jen Baylis, Deputy Head
Policy owner (Board of Governors)	Jane Allred

## Appendix 1 Relationship Education and Relationships and Sex Education curriculum map

Overview of the delivery of teaching units coverage across curriculum areas.

Year group	Science	PSHCE	Philosophy Education and Religion
Year 3	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Functions of different parts of plants</li> <li>• Requirements of plants for life and growth</li> <li>• Life cycle of flowering plants</li> </ul>	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> <li>• Friendships</li> <li>• Family relationships</li> <li>• Anti-Bullying</li> <li>• Change and Loss (pets)</li> </ul>	
Year 4		<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Peer relationships</li> <li>• Change and Loss (human)</li> <li>• Growth and Change</li> <li>• Friendships</li> <li>• Anti-Bullying</li> </ul> <p>Input from School nurse:</p> <ul style="list-style-type: none"> <li>• Hygiene</li> <li>• How the body starts to change</li> <li>• Mood changes</li> <li>• How to stay healthy</li> </ul>	
Year 5	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Life cycles of a mammal, amphibian, insect and a bird</li> <li>• Process of reproduction in</li> </ul>	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Peer Pressure</li> <li>• Friendships</li> <li>• Growth and change</li> <li>• Anti-Bullying</li> </ul> <p>Input from Brook:</p>	

	<p>some plants and animals</p> <ul style="list-style-type: none"> <li>• The changes as humans develop to old age</li> </ul>	<ul style="list-style-type: none"> <li>• More detail about puberty, including menstruation</li> <li>• Introduction to female reproductive organs</li> <li>• Healthy lifestyle</li> <li>• Mood changes</li> <li>• Privacy and respect</li> </ul>	
Year 6		<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Family matters</li> <li>• Anti-Bullying</li> <li>• Growth and change from puberty and including pregnancy</li> </ul> <p>Input from Brook:</p> <ul style="list-style-type: none"> <li>• Reinforcing concepts from Year 5</li> <li>• Female reproductive organs and menstruation in greater detail</li> </ul>	
Year 7	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Adolescence and puberty</li> <li>• Human reproductive systems</li> <li>• Intercourse, fertilization and implantation</li> <li>• Development of a foetus and birth</li> <li>• The menstrual cycle</li> <li>• Reproduction in plants</li> </ul>	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Friendships, relationships, gender and self-esteem</li> <li>• Bullying, prejudice &amp; discrimination</li> <li>• Managing feelings in puberty and consent</li> </ul> <p>Visitor programme:</p> <ul style="list-style-type: none"> <li>• Brook – Managing feelings in puberty</li> </ul>	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Moral rules in religious teaching and explanation of associated terms</li> </ul>
Year 8		<p>Class based lessons:</p>	

		<ul style="list-style-type: none"> <li>• Friendships, relationships, gender and self-esteem</li> <li>• Tackling racism and religious, age and disability-discrimination, promoting human rights</li> <li>• Sexuality &amp; Consent</li> </ul> <p>Visitor programme:</p> <ul style="list-style-type: none"> <li>• Sexuality and LGBT+</li> </ul>	
Year 9		<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Friendships, relationships, gender and self-esteem</li> <li>• Relationships and sex education including healthy relationships and consent, including contraception.</li> <li>• Tackling homophobia, transphobia and sexism</li> </ul> <p>Visitor programme:</p> <ul style="list-style-type: none"> <li>• Brook: Healthy Relationships</li> </ul>	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Religious precepts / discussion of religious view of morality / immorality (explanation of relevant terms)</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>• Contraception – evaluate from a biological perspective</li> <li>• Menstrual cycle</li> <li>• IVF</li> </ul>	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Exploring self-esteem in relationships</li> <li>• Risks of sexting and pornography</li> </ul> <p>Visitor programme:</p>	<p>Class based lessons RS GCSE:</p> <ul style="list-style-type: none"> <li>• Sex, marriage and divorce</li> <li>• Families and gender equality</li> <li>• Abortion</li> </ul>

		<ul style="list-style-type: none"> <li>• Brook: Relationships, the risks of STIs and use of contraception</li> </ul>	
Year 11	<ul style="list-style-type: none"> <li>• Genetic disorders</li> </ul>	Class based lessons: <ul style="list-style-type: none"> <li>• Forced marriage</li> <li>• Domestic abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of Year 10 topics above</li> </ul>
Year 12 and 13	<ul style="list-style-type: none"> <li>• Genetic disorders</li> </ul>	Visitor programme: <ul style="list-style-type: none"> <li>• Brook: Relationships, the risks of STIs and use of contraception</li> </ul>	<ul style="list-style-type: none"> <li>• Philosophy - Abortion ethical issues</li> </ul>

## Appendix 2 Parents' consultation

### General principles

Teaching about relationships is nothing new for schools – in this School, relationships education is already covered through PSHCE education, an established curriculum subject.

We will consult with parents when developing and reviewing our policies for relationships education and relationships and sex education, which help inform our decisions on when and how certain curriculum content is covered and how it is delivered. Our consultation will include giving the space and time for parents to input, ask questions, share concerns and for the School to decide the way forward.

We will listen to parents' views, and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a parental veto on curriculum content or delivery.

As part of our consultation with parents we will provide examples of the resources we plan to use, for example the books we will use in lessons. We may adapt our timescales, process and content to respond to the needs of the School.

### Timetable for consultation process in the Senior School

<b>Action</b>	<b>Timeframe guidelines to complete draft policy, parent consultation and final policy</b>
Draft RSE School policy finalised in school. A link to the draft policy, government guidance and the WGS PSHCE booklet sent in clarion call to parents / guardians along with an invitation to talk to PSHCE and pastoral staff about the policy at an event in January or via email at any time	December 2019
PSHCE stall at special parents' evening to show curriculum map, policy, resources and information about the right to withdraw. Parents invited to discuss the curriculum with staff at the stall or via email after the event	30 January 2020
Consideration of parental comments and questions by Jen Baylis and Julia Johnston	Four weeks after deadline
Communication to parents of comments / concerns and questions raised and responses of how these could be addressed	Four weeks later

Action	Timeframe
Reconsideration of draft policy and curriculum provision in light of parent comments	Complete by the end of academic year
Parents to be informed in writing of the teaching units proposed to be covered for their child's year group and an explanation to be given to their right to withdraw from relevant areas of the curriculum in sufficient time ahead of curriculum delivery	In advance of relevant topics
New RSE policy in place and curriculum delivered	Target date September 2020
Pupils invited to include parental comments in end of scheme feedback	End of each term

**Junior school timetable for consultation process**

Action	Timeframe
Information letter sent to parents with links to government guidance, whole school RSE policy, scheme of work, talks, NSPCC assembly, along with an invitation to discuss queries by email.	March 2021
Parents to be informed in writing of Lower II and Upper II puberty talks, as in previous years.	In advance of talks. This academic year: May 2021.
Consideration of parental comments and questions by Mrs Helen Stallard, Deputy Head of Junior School and Ms Jocelyn Arschavir, PSHE Coordinator.	April 2021
Communication to parents of any comments/concerns and questions raised and responses of how these could be addressed.	May 2021
Reconsideration of Juniors' section to RSE policy and curriculum in light of parental comments, as appropriate.	May 2021
Curriculum delivered	From June 2021