



**THE HALL SCHOOL**

**Relationships and Sex Education Policy**

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This policy is available on the School website and can be made available in large print or other accessible format if required.

# Relationships and Sex Education Policy

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This policy should be read in conjunction with all other school policies, in particular the Safeguarding (Child Protection) Policy.

### **1.Aims**

The aims of relationships and sex education (RSE) at our school are to ensure students learn about:

- different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

The aims above are in line with the core expectations that we promote to all students: maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be.

### **2.Statutory requirements**

Under government proposals, Relationships Education became compulsory for primary aged children, and Relationships and Sex Education (RSE) is to become compulsory for secondary age children from 1<sup>st</sup> September 2020.

The DFE guidance states that, 'In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.'

### **3. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

The teaching of Relationships and Sex Education (RSE) is a partnership between home and school. At The Hall, we aim to provide a safe and respectful environment to learn about RSE which supports the vital role of the parent or carer. The subject is taught by the Life Skills department in Years 5-8 and by Form staff in Year 4. RSE at The Hall aims to promote healthy relationships and to allow pupils space to explore their own thoughts, feelings and experiences and to develop empathy towards, and an understanding of others. We recognise that our pupils, come from a diverse variety of families. All teaching including the specific RSE education, will aim to support all pupils equally and to encourage the celebration of diversity.

### **4. Delivery of RSE**

#### **Confidentiality**

Teachers conduct Sex and Relationships Education in a sensitive manner and in confidence. However, if a child makes a disclosure that is a cause for concern, this will be dealt with in line with our Safeguarding Policy.

RSE is taught within the school's personal, social, health and economic (PSHE) education curriculum which is called Life Skills at The Hall. Biological aspects of RSE are taught within the science curriculum. Specific information about when and how the RSE curriculum is taught can be found on the school's curriculum maps.

Across both Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

The following list of themes is intended to give an overview of some of the RSE education at The Hall but is not exhaustive, and the provision of RSE is responsive to the needs and questions of pupils and to current issues and events affecting our community and beyond.

- Developing healthy relationships and how to refuse, report or reject unhealthy ones.
- The consequences, benefits and risks associated with sexual behaviour including sexual health and making responsible choices about the use of contraception.
- The physical and neurological changes that occur in young people during puberty and their impact on emotions, relationships, and behaviours of young people and those around them.
- The importance of consent in relationships, including how it is given and refused.
- Developing healthy and safe online relationships and being aware of risks in this area, including communicating with strangers, viewing pornography, and publishing or sharing personal information, including but not limited to sexual content.
- Celebrating diversity as well as understanding and responding to prejudice, including but not limited to discrimination based on race, religion, gender, disability and sexual orientation.
- The law relating to sexual activity as well as producing, viewing and sharing sexual images, and in particular the law as it relates to young people.

#### **5. Teaching and learning (including delivery of the Curriculum).**

- A great deal of the relationship aspects are covered through our Life Skills curriculum and some of the biological aspects are covered in Science. Most of the specific Sex and Relationships Education content is taught during the second half of Year 6.
- The first part of the sex education and relationships programme at the school is delivered to pupils in Year 5. This covers the changes both physically and emotionally that occur at puberty for both boys and girls.
- This is built upon in Year 6 with a programme which covers: sex within the context of a positive, healthy relationship; and pregnancy and birth. All material used for this are designed for primary schools to ensure all the content is age appropriate and recommended by the PSHE Association.
- The pupils are encouraged to ask questions and share their thoughts at all times during these sessions.
- Staff delivering this topic are all comfortable with doing so and are very professional, positive and sensitive in their approach.
- We reserve the right to refuse to answer questions or discuss topics in front of the class that could offend anyone or upset religious sensitivities and beliefs. In this instance pupils are directed to ask their questions to adults at home.
- Linked with Religious Studies and Life Skills, pupils reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.
- Since Sex and Relationships Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the Yard, assemblies and the rest of the curriculum. It is important then that all staff understand that they have a responsibility

to implement this policy and promote the aims of the school at any time they are dealing with children.

- The curriculum is inclusive to ensure that it meets the needs of all pupils, including pupils who have SEND.

## **6. Roles and responsibilities**

### **The governing board**

The governing board will approve the RSE policy, and hold the Head to account for its implementation.

### **The Head, DSL, Head of Life Skills**

It is the responsibility of the Head, DSLS, Head of Life Skills ( both JS and MS/SS) to ensure that both staff and parents are informed about our Sex and Relationships Education policy and that the policy is implemented effectively. It is also their responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Head of Life Skills will liaise regularly with the DSL whilst teaching RSE and seek advice if additional support is needed for individual pupils.

### **The Role of the Middle and Senior School and other Members of the Community**

We encourage other valued members of the community to work with us to provide advice and support to the pupils with regard to health education. Health professionals are expected to work within the school's Sex and Relationships Education policy and on the instructions of Head of Life Skills.

### **Staff**

Staff are responsible for:

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

### **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment. Pupils will be made aware of how to raise concerns they have for both themselves or their peers and they will be reminded who the school's DSLs are.

## **The Role of Parents**

We recognise that the primary role in children's Sex and Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation.

In pursuing this objective, we:

- inform parents about the school's Sex and Relationships Education policy and practice; answer any questions that parents may have about the Sex and Relationships Education of their child; and take seriously any issue that parents raise with teachers about this policy or the arrangements for Sex and Relationships Education in the school.

### **6. Parents' right to withdraw**

The Head will automatically grant a request to withdraw a pupil from any sex education delivered, other than as part of the science curriculum. Parents can identify when topics are being covered by referring to the curriculum maps on the school website. Requests for withdrawal should be put in writing and addressed to the Head. A copy of withdrawal requests will be placed in the pupil's educational record. The Head will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from RSE.

### **7. Training**

The Head of Life Skills has been trained on the delivery of RSE and the Life Skills department meet on a regular basis to plan the RSE sessions to ensure that the curriculum is taught consistently. We will also invite visitors from outside the school to provide support and training to staff teaching RSE.

### **8. Monitoring arrangements**

The delivery of RSE is monitored by The Head of Life Skills through learning walks, lesson observations and student voice. Pupils' development in RSE is monitored by Life Skills teachers through the use of baseline activities and "I Can ..." statements, but it is not formally assessed using the grading system used by other subject areas.

This policy will be reviewed by the governing body in July 2022. This policy will be available on the school's website and parents are welcome to review the policy and meet with The Head and Head of Life Skills to discuss any concerns or issues they may have.