



# North London Grammar School

## RSE – Relationships and Sex Education Policy

<b>Date last reviewed</b>	November 2022
<b>Reviewed by</b>	Mrs Dhrona, Deputy Head
<b>Approved by</b>	Mr Adak, Headteacher
<b>Next review due by</b>	September 2024



## **1. Rationale and Ethos:**

New guidance and regulations have been passed in Parliament and will apply from September 2020. The new requirements are that all secondary schools teach RSE and all primary schools teach Relationships Education and recommended that all primary schools have a programme of sex education.

The policy has been produced through consultation with the PSHE Association and between PSHE department leads in both Prep and Senior School. We believe that relationships and sex education is important because we want all our students to develop into healthy, happy, safe young adults and to be able to manage the challenges and opportunities of modern life. That is why, from September 2020, all secondary age children (in both the state and independent sectors) will be taught compulsory Relationships, Sex and Health Education.

These subjects are designed to equip students with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

We view the partnership of home and school as vital in providing the context for RSE.

Parents and carers need to know that NLGS's RSE programme will complement their role and support them in the education of their child regarding sex and relationships.

## **2. Roles and responsibilities**

It will be taught by PSHE subject teachers who are typically teachers of other subjects primarily, some have pastoral roles.

**3. Legislation (statutory regulation and guidance)** Documents that inform the school'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 (2016)



- Children and Social Work Act (2017)

#### **4. Aims and objective of RSE**

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

NLGS believes that good quality RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices.
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience.
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, continuing throughout life. It should reflect the age and level of the learner;
- Ensure young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;



- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

## **5. Content of RSE Curriculum**

A summary of the content of the statutory RSE curriculum is as follows:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

Further details can be found by searching ‘relationships, sex and health education’ on GOV.UK

RSE follows a spiral curriculum which builds upon existing knowledge and allows for knowledge to be developed appropriately for each age group. There are purposeful repetitions of topics across the year groups from the Prep School to Remove to allow for age-specific discussions to take place.

Resources to teach Sex and Relationships Education include extracts from videos, worksheets and source material such as articles and websites. Resources are sought from a number of organisations. These resources are accredited by the PSHE Association as a means of ensuring the suitability and approval of teaching material.

CPD (Continued Professional Development) is available for all subject staff and is encouraged through the PSHE Association.

### **Dealing with difficult questions**

Ground rules are agreed between teachers and students at the start of every year and recapped before sensitive topics. They provide an agreed structure to answering sensitive or difficult questions. This framework promotes the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but questions they do not feel comfortable answering within the classroom or ones which



are not age appropriate and beyond the Key Stage 3 and Key Stage 4 objectives, will not be answered or explored. In such instances referrals will be made to the line manager or DSL (Designated Safeguarding Lead).

### **Use of visitors**

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.” Sex

and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as a nurse or approved workshop providers may be involved in the delivery of Sex and Relationships Education.

Children with special needs - Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Sex and Relationships Education.

## **6. Consulting Parents**

The important lessons parents teach their own children about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum.

PSHE teaching at NLGS will complement and reinforce the lessons taught by parents to their children and do not seek to replace these. The school is required to consult with parents when developing and renewing policies on Relationships, Sex and Health Education. This policy will be published online and be freely available to anybody. Parents are welcome to express their opinions at any point.

### **The right to withdraw a child**

- Relationships education – for pupils receiving primary education (essentially age 5 to the end of Year 6). There is no parental right to withdraw pupils. Parents or carers cannot withdraw a child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.
- Relationships and sex education – for pupils receiving secondary education (essentially Year 7 and above):

If parents do not want their child to take part in some or all of the Sex Education lessons delivered between



years 7-10, they can ask that they are withdrawn. A request for withdrawal from Sex Education lessons would need to be made to the Deputy Headteacher. The relevant Deputy Headteacher will then consider this request and discuss it with parents, and will grant this in all but exceptional circumstances, up until three school terms before a child turns 16. At this age, any child can choose to receive Sex Education if they would like to, and the school would arrange for the student to receive this teaching in one of those three terms (unless there are exceptional circumstances). The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

- Materials which will be used in the school's RSE Programme can be seen by parents in school on request.
- Parents will receive prior notification of the RSE Programme to enable them to discuss issues with staff or their own children.

**Faith perspectives** – the religious background of all pupils is taken into account when planning teaching, so that the topics that are included in the core content. Teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make

**SEND** – Relationships education and RSE is accessible for all pupils, and we take into consideration when designing and teaching these subjects that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.

**Lesbian, gay, bi-sexual and transgender (LGBT)** – our curriculum ensures that the needs of all pupils are appropriately met, that pupils understand that sexual orientation and gender reassignment are amongst the protected characteristics and the importance of equality and respect. All teaching is sensitive and age-appropriate in approach and content. When teaching pupils about LGBT issues, we ensure that this content is fully integrated into our programme of study for this area of the curriculum rather than a standalone unit or lesson so that all pupils are taught LGBT content as part of the curriculum.

## **7. Roles and responsibilities**

- The PSHE/RSE Head of Department will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that are felt necessary and appropriate. The HoD will routinely discuss issues with subject staff and where required, with DSL.



- The school's RSE Policy is subject to annual review.

## **8. Promoting good relationships- Boarding Students**

Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Through regulations made under section 34 of the Children and Social Work Act 2017, we teach relationships and sex education to secondary school pupils.

Boarders are encouraged and enabled to make and sustain respectful friendships within and outside the boarding community.

Staff understand and help boarders to understand what makes a healthy, nurturing relationship.

Staff are trained to think curiously about and recognise the signs of children at risk of or involved in damaging relationships with others, including teenage relationship abuse, criminal exploitation, sexual exploitation and child-on-child abuse, and take appropriate action when they have a concern

## **9. Child Protection / Confidentiality**

Teachers need to be aware that effective Sex and Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the School's procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

## **10. Monitoring and Evaluation**

Monitoring is the responsibility of the PSHE and RSE Head of Department (Pastoral Deputy). The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

### **ASSESSMENT:**

There is no statutory requirement for end of key stage assessment in PSHE/RSE This policy document will be available to parents by requesting a paper copy from the Head of Department (Pastoral Deputy).

## **11. Relationships and sex education curriculum.**

Schemes of work are available in addition to this document.