

RELATIONSHIPS and SEX EDUCATION (RSE) POLICY

Definition and objectives for RSE

The objective of RSE is lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. RSE is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health and to enable pupils to take responsibility for their sexual health and well-being.

This policy applies to the Junior and Senior schools.

Objectives

RSE involves some key elements:

- Learning and developing an understanding of the attitudes and values relating to family life, marriage, stable and loving relationships and respect and fosters gender equality and LGBT
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- Exploring and developing the social and personal skills needed to make informed choices
- Increasing knowledge and understanding about physical development, sexuality and emotions

Delivery of RSE and the Curriculum

Our RSE programme is an integral part of our whole school Pastoral Curriculum embedded within the school's framework for PHSE (Curriculum for Life) and the Science curriculum.

- The RSE curriculum is delivered through Science and PHSE (C4L) lessons
- School teaching staff deliver the RSE programme and their training requirements are met.
- The RSE curriculum with clear learning outcomes is kept electronically on the school's intranet.
- A range of appropriate resources and active learning methods is used following a needs analysis
- Effective provision is ensured for all learners (including SEND, ethnicity, faith, sexual orientation)

Monitoring, evaluating and reviewing RSE

Progress in RSE will be assessed and monitored:

- As an integral part of teaching and learning
- By providing regular opportunities for pupils to give and receive feedback
- By involving pupils in discussion about learning objectives and desired outcomes and through self-assessment

The PHSE subjects leads will be responsible for monitoring the provision of RSE and for reporting the results to the Head of the Junior School and the Deputy Head (Pastoral). They are responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

Monitoring and Evaluation

The RSE programme is regularly monitored and evaluated. The views of pupils, parents and teachers are used to make changes and improvements to the programme on an ongoing

basis. The policy will be formally reviewed every two years, ensuring it meets the needs of the pupils, staff and parents and is in line with DfE guidance:

- To review and plan the content and delivery of the programme of study for sex and relationships education
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

Child Protection and Confidentiality

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to establish ground rules to establish a safe learning environment. Distancing techniques will be used to de-personalise the situation under discussion and allow pupils to explore their feelings about an issue. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to one basis. If the teacher judges it necessary the pupil could be advised to speak to the school doctor, provided with information about where to get further help or, if the matter is considered a potential Child Protection issue, the Designated Safeguarding Lead will be notified.

It is the responsibility of the school to support its pupils by safeguarding and promoting the welfare of pupils. In fulfilling this duty, they must have regard to the safeguarding policy. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality.

Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's Designated Safeguarding Lead. The DSL will then, take action in line with the School's Safeguarding Child Protection policy, which follows the North Yorkshire Safeguarding Children Board guidance and procedures.

Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence.

Roles and Responsibilities

The PHSE Co-ordinator (Junior School) and (Senior School)

They are for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term RSE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss RSE issues
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues
- Consult with pupils about RSE provision
- Consult with parents prior to delivery of RSE provision
- Access appropriate training
- Monitor and advise on RSE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with any service provision to support aspects of sexual health
- Review / update the policy on a two-year cycle or sooner if necessary.

The Head of the Junior School/Deputy Head

Responsibilities in respect of RSE are to:

- Liaise with the PHSE Co-ordinator/Head of C4L
- Keep the governing body fully informed of provision, issues and progress in RSE
- Act upon any concerns which may arise from pupil disclosure during RSE sessions.

Policies: RSE Policy

The Governing Body

The governing body has responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE in the PHSE curriculum. The policy should also clearly reference any on site sexual health services.

The governing body, in co-operation with the Headmaster, is expected to involve families, pupils, health and other professionals to ensure that RSE addresses the needs of pupils, local issues and trends.

The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. It is good practice to identify a link governor for RSE. The governing body will evaluate RSE provision and policy through its Boarding & Pastoral Committee.

Parents

The school aims to work in partnership with families, value their views and keep them informed of the RSE provision. If a parent has any concerns about the RSE provision, time will be taken to address their concerns. Families are welcome to review the resources and can contact as appropriate the PHSE Co-ordinator or Head of C4L with any queries or concerns.

Pupils

The student voice will be utilised to review and tailor the RSE programme to match the different needs of the pupils through baseline needs analysis assessments and anonymous question box.

The Parental Right to withdraw their child from RSE lessons

Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from RSE lessons. Parents will be notified in writing of the programme and the content for RSE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Head of the Junior School or the Deputy Head (Pastoral) who will explore their concerns. If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

External Agencies

The responsibility for organising and delivering most, if not all, of the RSE programme rests with the school but there may be times when an external contributor may be used. The work of any external agencies will be tailored to the target audience and a member of school staff will be present if an external contributor works with pupils. The visiting speaker register will be completed prior to the visit and all school protocols followed.

Additional guidance

Diversity

Children and young people from all faiths and cultures have an entitlement to sex and relationships education (RSE). Teaching effective RSE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. It is important when developing the RSE curriculum to work in partnership with parents and the wider community.

Lesbian, Gay, Bisexual and Transgender (LGBT)

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talk about families more broadly. The school will provide pupils with the opportunities to learn about different family structures. For older pupils when discussing sexual relationships reference and resources are used that relate to LGBT people.



Reviewed by: FG Mundell, PHSE Co-ordinator (Junior School),
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Sources of information:

Relationships Education, Relationships and Sex Education (RSE) and Health Education
Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior
leadership teams, teachers
February 2019