



Relationships and Sex Education Policy

This policy is for Langley Prep School at Taverham Hall Prep (including Pre-Prep and EYFS).

Rationale and ethos

What is RSE?

RSE (Relationships and Sex Education) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Ed Forum 1999).

RSE is an educational entitlement for children and young people. It should support children and young people in managing puberty and adolescence and prepare them for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- be aware of their body and their sexuality
- have confidence and self esteem to value themselves and others
- behave responsibly within sexual and personal relationships
- communicate effectively
- access confidential advice and support

We adopt the DfE definition of RSE for the purpose of this policy...

‘RSE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.’ (DfE – 2000).

We view the partnership of home and school as vital in providing the context of SRE. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). We work to ensure RSE fosters gender equality and LGBT+ equality by being sensitive to the needs of our pupils and by knowing our pupils.

Why should RSE be taught?

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing. In addition, it helps support young people through their physical, emotional and moral development and helps young people learn to respect themselves and others move with confidence from childhood through adolescence into adulthood.

It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’.
- RSE plays a vital part in meeting schools’ safeguarding obligations. Government guidance is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life
- A comprehensive RSE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations

Roles and responsibilities

The RSE programme will be led by the PSHEE coordinator and will be delivered by the appropriate tutors for each year group or a suitably trained member of staff or speaker. The programme will be supported by the Deputy Head Pastoral and Deputy Head Teaching and Learning.

Legislation

The 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 RSE for the 21st Century (2014)
- Keeping children safe in education - Statutory safeguarding guidance (2019)
- Children and Social Work Act (2017)
- ISI update to School (June 2019)

Links with other policies

This policy links with the school policies for Safeguarding, Substance Abuse and PSHEE.

Curriculum design

In the PSHEE programmes at KS1 and 2, pupils are taught about healthy relationships. Pupils look at the people around them who care for them, looking at the different types of families that pupils may have or notice others are a part of, all whilst learning to accept differences and diversity. Pupils look at what it means to have respectful relationships and explore what bullying and kindness mean and reflect on what healthy online relationships should look like, having an awareness of the dangers of social media and the risks associated with being online. Pupils will understand how to keep themselves safe both online and in the real world. Pupils are aware of what appropriate and inappropriate relationships are and what to do or who to speak to if they are worried or concerned.

At KS3, alongside the topics mentioned in KS1 and 2, being covered at a deeper level of understanding, pupils will learn about intimate and sexual relationships and will learn about sexual health. Within this topic, pupils will discuss and learn about:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- what consent means in the context of a sexual relationship and how to establish whether the other person has given consent
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage (although this will only be talked of in scientific terms)
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

	KS1 & 2	KS3
RSE curriculum topics	Families and people who care for me Caring friendships Respectful Relationships Online relationships Being Safe	Families Respectful relationships, including friendships Online and media Being Safe Intimate and sexual relationships, including sexual health

Safe and effective practice

Maintaining a safe learning environment

All staff will maintain a safe learning environment by ensuring pupils:

- have a method of asking anonymous questions within the classroom (e.g. a question jar etc)
- are reminded of the services and staff that are available to answer pupil's questions
- are encouraged to use the correct terminology when talking about parts of the body or functions of the body

All teachers:

- must set out ground rules at the beginning of any PSHEE lessons, reminding pupils of expectations
- will be supported by the PSHEE Co-ordinator when delivering PSHEE and the DSL or deputies
- can use distancing techniques, such as offering anonymised examples or using scientific explanations to give factual answers, when talking about sensitive topics
- can offer to answer questions from pupils by themselves, if they are sure of the answers and are confident to do so, or can refer to the DSL or PSHEE Co-ordinator who will ensure the pupil receives an appropriate response
- Will wherever possible offer a range of different views when covering controversial topics and will aim to help pupils understand tolerance in the diversity of people's views and opinions

Language acceptable and appropriate in RSE lessons

All staff will:

- use the correct terms for all body parts as this is deemed good practice.
- where appropriate, teach students what 'slang' words mean and that some are offensive.
- avoid the use of any slang.

Dealing with sexually explicit questions

- Staff will use their professional judgement and consider context when considering answers to such questions.
- It will be made clear, through ground rules for PSHEE lessons agreed at the beginning of Year 7, that personal questions are inappropriate.
- Pupils will be encouraged to ask their parents/carers any questions outside the planned programme.
- If appropriate, pupils will be told that their questions will be answered in a later part of the PSHEE programme.
- The programme may be modified to address particular issues if certain questions recur (perhaps because of current media coverage).

Safeguarding

Safeguarding is everyone's responsibility and teachers should be aware that effective SRE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

- teachers will consult with the Designated Safeguarding Lead (DSL) or Deputies (when the DSL is absent) if an issue or concern arises
- see the Safeguarding policy for how to handle safeguarding concerns and disclosures.
- visitors/ external agencies which support the delivery of RSE will be recorded on the SCR
- If a speaker or presenter is unknown to the school, prior to the visit, an internet based search (where prescribed vetting checks are not required) will be carried out under the Prevent duty to ensure that they do not promote radical views. All speakers, when speaking, will have a member of staff in the room to monitor the talk and ensure they are appropriately supervised. In line with KCSIE details of visitors will be recorded on the Single Central Register either as a member of staff (if attending regularly and being paid) or a volunteer. Further information can be found in the School's Safer Recruitment Policy available from the HR department
- All visitors will be required to sign in at reception and either present an up to date DBS certificate or wear a red (escorted) visitor badge.

Engaging stakeholders

Informing parents/ carers

A consent letter is sent to the parents/carers of all students at the start of the academic year, with information about the RSE programme, explaining its content in outline and notifying them of the right to withdraw their child. We work closely with our parents and carers, offering information, sign posts to advice for parents and provide additional resources at request when we run our yearly meeting outlining the content and approximate teaching delivery of the topics is offered in the second term. This meeting is offered in Year 6, as this is when we begin to offer a more detailed explanation of RSE to pupils, within our curriculum.

Withdrawing pupils from RSE by parent request

Parents must put requests in writing to the Headmaster, requests to remove their child from RSE education. The school will deliver all Science related aspects of sex education, as stipulated in the DfE guidance.

Governors

Governors will be informed of the RSE Policy and updates through full board meetings and will be advised of issues arising. Governors will be informed if the curriculum needs are altered to suit pupil needs through the safeguarding report, issued to Governors.

Pupil voice

Pupil Voice will be used to review and tailor our RSE programme to match the needs of different pupils.

Monitoring reporting and evaluation

RSE provision will be monitored through pupil voice, regular drop in sessions and regular staff feedback; encouraging staff to reflect on their practice and asking pupils to do the same. Pupils will be able to offer influential feedback to help adapt and amend the PSHEE planned learning activities.