



## Relationships and Sex Education Policy

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

### Rationale and Ethos

#### What is RSHE?

Definition of RSHE – from *Sex Education Forum*

*Relationships and sex education (RSHE) 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.*

At Langley Prep School, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

RSHE 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 RSHE for the purpose of this policy...**

‘RSHE 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 RSHE. We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). We work to ensure RSHE fosters gender equality and LGBT+ equality by being sensitive to the needs of our pupils and by knowing our pupils.

### **Why should RSHE be taught?**

Effective RSHE 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’.
- RSHE 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 RSHE 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 RSHE programme will be led by the PSHEE coordinator and will be delivered by the appropriate form tutors for each year group or a suitably trained member of staff or speaker. The programme will be supported by the Deputy Head Pastoral.

## **Statutory requirements**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

We must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

### **Links with other policies**

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

### **Curriculum Design**

In the PSHEE programmes for EYFS, 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 EYFS, 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
- What it means to be gay, lesbian, bisexual or transgender

	EYFS, KS1 & 2	KS3
RSHE Curriculum Topics	<ul style="list-style-type: none"> <li>● Families and people who care for me</li> <li>● Caring friendships</li> <li>● Respectful Relationships</li> <li>● Online relationships</li> <li>● Being Safe</li> </ul>	<ul style="list-style-type: none"> <li>● Families</li> <li>● Respectful relationships, including friendships</li> <li>● Online and media</li> <li>● Being Safe</li> <li>● Intimate and sexual</li> </ul>

		relationships, including sexual health
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## 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

#### *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
- must try to use gender neutral descriptions and have an open mind to all matters relating to LGBTQ+

### Language acceptable and appropriate in RSHE 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.
- be gender neutral wherever possible

### 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 each year, 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 RSHE, 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 RSHE 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 will be sent to the parents/carers of all students before the start of the sexual element of the RSHE programme, containing information about the 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 to all parents and carers, though particularly those of children in Year 6 as this is when we begin to offer a more detailed explanation of RSHE to pupils, within our curriculum.

### **Withdrawing pupils from RSHE by parent request**

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

- Parents will **not** be able to withdraw their child from Relationships Education.
- Parents will be able to withdraw their child from classes in Year 6 and below, which address sex education - i.e. those that do not sit within the Relationships Education curriculum.
- In Year 7 and 8 parents will be able to withdraw their child from sex education, other than the sex education which is as part of science curriculum.

### **Governors**

Governors will be informed of the RSHE 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 RSHE programme to match the needs of different pupils.

### **Monitoring reporting and evaluation**

RSHE 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.

Questions to be asked include:

- Has this lesson or unit enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What do we think of it? (teachers and pupils)
- What are its good and bad points?
- Do we need to modify it in any way to improve it?
- Teacher evaluation of lessons, units and the overall RSHE programme
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by pupils

This policy will be reviewed annually by the PSHEE Co-ordinator, the Deputy Head Pastoral and the Deputy Head Academic.

## Appendix – Statutory Guidance on RSHE coverage by the end of primary school includes:

**By the end of primary children should know about the following:**

### **Families and people who care for me**

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

### **Caring friendships**

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

### **Respectful relationships**

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness



- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

### **Being safe**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

### **Additional coverage in Years 7 and 8 include:**

- The key attributes of a healthy relationship
- The key attributes of unhealthy relationships and some of the actions that can be taken to remove oneself from such a relationship

- Consent, what it means and what the legal implications are
- The range of contraception available, including techniques to control hormone balance
- The LGBTQ+ community and what some of the key terms mean and a discussion on gender identity
- Sexually transmitted infections, what they are, how they may be contracted and what are the available treatments
- Pornography, what it is and some of the effects this can have on a young, developing mind