

Habs

HABERDASHERS'
GIRLS' SCHOOL

Relationships and Sex Education Policy

Habs Girls' Junior and Senior School

Regulation	ISSR: 2
Approval Committee	TLCC
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1 Related Information

This statutory policy has been reviewed in accordance with the following guidance:

1.1 Statutory Guidance

1 The standard in this paragraph is met if the proprietor—

- a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,
- b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
- c) relates to Academies – not within ISI's remit
- d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
- e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
- f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
- g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.

2 Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.

3 Sub-paragraph (1)(a) and (c) do not apply to a pupil who is under compulsory school age.

1.2 Supporting Documents

The following related information is referred to in this policy:

Curriculum Policy
The Education Act 1966
Equal Opportunities Policy
Equality Act 2010
Individual Needs and SEND Policy
The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
PSHCE Policy
Safeguarding Policy
SMSC Policy

1.3 Terminology

Parents includes one or both parents, a legal guardian, or education guardian

School means Haberdashers' Aske's Elstree Schools Limited as Trustee of Haberdashers' Aske's Charity trading as Haberdashers' Girls' School, as now or in the future constituted (and any successor).

Student or **Students** means any student or students in the School at any age.

2 Definition of Relationships and Sex Education (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.

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. In schools this should be part of compulsory curriculum provision
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy
- 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, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner
- Ensure children and 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 children and 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.

3 Background

The information and values that the Students need to sustain healthy relationships in adult life will come primarily from their Parents and wider family. The School's RSE works in partnership with Parents, supporting the emotional development of the Students and helping them to prepare for fulfilled relationships based on the shared values of the School and community. The School is constantly evolving the programme with new resources and reaction to prominent issues like Covid-19 and mental health. Our ambition is to develop further our coverage of the requirements, as detailed in Appendix A.

A consultation on the new regulations regarding statutory topics and parental involvement was carried out in the Spring Term. A survey was emailed to all parents of Years 7-13 students

with details of draft curriculum and age-appropriate delivery points. Parental response forms an important part of shaping delivery but does not amount to a power of veto over curriculum content. Parent information evenings are delivered online and supported by Tooled Up and Digital Parenting websites.

A student-voice focus on the PSHCE department and provision of RSE and Mental Health Education led to a thorough review of RSE within the PSHCE curriculum in 2021 and 2022. Responses to their needs has informed further provision. New RSE units in Middle School on consent (Lower 4), Healthy Relationships (Upper 4), Relationships and Identity (carousel in U4) and a new RSE carousel in Lower 5 have been created. External providers are engaged to deliver content on relationships, consent and contraception, pornography, sexism and misogyny, at appropriate levels in the school. Internal workshops using pastoral staff and form groups deliver content on expectations and personal safety.

4 Aim

RSE is part of the overall development objectives of the School, and age appropriate teaching is embedded into different parts of the Junior and Senior school curriculum.

RSE will be taught sensitively and inclusively respecting the backgrounds and beliefs of students and parents, with mental wellbeing being central to these subjects.

The School's core aims are:

- To give young people the information they need to develop healthy, nurturing relationships of all kinds
- To provide Students with factually correct and up to date information regarding relationships and sex, covering contraception and sexual health
- To ensure Students have a clear understanding of the legal framework, particularly that of consent, sexting and pornography
- To provide Students with opportunities to develop the communication skills needed for fulfilled, happy relationships, especially the difference between healthy and unhealthy relationships
- To encourage Students to develop critical thinking and decision-making skills, so that they are able to negotiate the challenges of relationships
- To emphasise the importance of values within relationships, with reference to the School Values
- To understand the benefits of healthy relationships to their mental wellbeing and self-respect.

All the School's RSE is taught with the aim of being inclusive and non-judgemental, without discriminating against the Student's sexual orientation, religious beliefs and all other protected characteristics. This is in accordance with The Equality Act 2010. Lessons are taught with emphasis on confidentiality and handling controversial issues sensitively. All staff have undertaken professional development in diversity and sensitivity when dealing with LGBTQ+ and SEND issues.

Secondary RSE should meet the needs of all students, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

5 Equality of Opportunity

Under the provisions of the Equality Act, schools must not unlawfully discriminate against students 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).

The School will make reasonable adjustments to alleviate disadvantage, comply with the Special Educational Needs and Disability Code of Practice when planning the RSE curriculum and will fully integrate discussion of LGBTQ+ issues into all relevant parts of the broader RSE curriculum in a sensitive and age-appropriate manner.

6 Scope and Responsibilities

The Teaching, Learning and Collaboration Committee (TLCC) will review and approve this policy on an annual basis.

The Headmistress, working with the Head of the Junior School and the Deputy Head (Pastoral), is responsible for ensuring RSE is taught consistently across the School, and for managing requests to withdraw from non-statutory components of RSE.

The Head of PSHCE and the Junior School PSHCE subject leader are responsible for ensuring that all teachers who deliver RSE are appropriately trained.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of the Junior School, or the Deputy Head (Pastoral) and Head of PSHCE in Senior School.

7 Delivery of RSE

Relationships Education in Primary Schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

7.1 RSE in the Early Years Foundation Stage (EYFS)

In EYFS, PSHCE is an integral part of the topic work covered throughout the entire year. The PSHCE curriculum in our EYFS incorporates the Relationship Sex and Education (RSE) requirements. Within RSE sessions, EYFS children will be learning how to:

- Develop language and confidence to safeguard themselves
- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

- Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show the ability to follow instructions involving several ideas or actions
- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs
- Use the correct vocabulary for body parts and respecting and respecting their bodies
- Understanding appropriate and inappropriate touching.

Children in the EYFS are taught primarily through stories and through a variety of age-appropriate resources. However, it should be noted that RSE flows through daily life and learning through play within our EYFS setting. Teachers will respond to the immediate needs within the class as and when necessary.

7.2 Junior School

The RSE programme in the Junior School is shared between the Science and PSHCE lessons:

7.2.1 Science

Year 5 Students are taught lifecycles, including human reproduction, genetics, pregnancy and puberty.

The delivery of RSE within the Science department is the responsibility of the Head of Science and Science teachers.

7.2.2 PSHCE

The planning and coordination of RSE is the responsibility of the PSHCE subject leader in collaboration with the Deputy Head Academic and Deputy Head Pastoral. RSE lessons are taught by the students' form teacher. Many of these lessons will cover skills that are important in developing healthy relationships. Those that are particularly relevant to RSE are:

EYFS

- Friendships
- Being kind
- Being a good friend
- Body parts
- Consent
- Growing up
- Respecting our bodies
- Child on child abuse

Years 1 and 2:

- Being a Good Friend
- Feelings
- Growing Old

- Relationships
- Jealousy
- Changes
- Life cycles in Nature
- Changing me
- Boys' and Girls' Bodies
- Consent (2022)
- Child on Child Abuse

Year 3:

- Friends
- Feelings
- Conflict
- Considering Others
- Babies and How They Grow
- Outside Body Changes
- Inside Body Changes
- Family Stereotypes
- Consent (2022)

Year 4:

- Relationships: Changing Friendships
- Courtesy and Behaviour
- Resolving Conflict
- Disagreement
- Communication
- Anger Management
- Friendship and Disagreement
- Unique Me
- Having a Baby
- Girls and Puberty
- Accepting Change

Year 5:

- Getting Along with Others
- Rules & Relationships
- Sensitivity to Others
- What Makes a Good Friend
- Personal Hygiene
- Parts of the Body
- Self and Body Image
- Puberty for Boys
- Puberty for Girls
- Conception
- Consent (2022)

Year 6:

- Getting along with Others
- Friendship
- Groups and Gangs
- Peer Pressure

- Personal Hygiene
- Puberty & Emotions
- Physical Contact – Appropriate Behaviour
- How to Ask for Help
- Self and Body Image
- Babies – Conception to Birth
- Attraction
- Child on Child Abuse

7.3 Senior School

RSE is taught jointly between the Biology and the PSHCE Departments.

7.3.1 Biology Department

Year 7 Students are taught the basic structure and function of the reproductive systems, the changes to the body in puberty and the basic biological processes of reproduction and development.

Separate elements of the Year 7, 8 and 9 Student science curriculum deal with Health and Nutrition, the science relating to immunisation and vaccination, sleep, superbugs and viruses and micro-biology hygiene.

Year 9 Students are taught, in more detail, the structure and function of the reproductive systems, the role of hormones in human sexual development and the menstrual cycle, and the process of human development.

Years 10 and 11 science curriculum includes teaching about smoking and vaping, science relating to blood, organ and stem cell donation, chromosomes and inheritance of sex.

The delivery of science curriculum RSE within Biology lessons is carried out by specialist teachers and is the responsibility of the Head of Biology.

7.3.2 PSHCE Department

Students in years 7 to 11 receive between three and four single lessons a half term, totalling approximately 20-hour long PSHCE Education lessons during the course of the year, delivered by form tutors. Related off timetable sessions are delivered on key topics.

Carousels in Upper 4 and Lower 5 include RSE focussed units on Relationships and Identity (approximately 3 hours) and Intimate Relationships (approximately 6 hours).

Many of these lessons and sessions will cover skills and values that are valuable in developing fulfilling relationships.

All resources are held centrally on the school network.

Years 12 and 13 have a separate form time provision, at the discretion of tutors and Head of 6th Form with the opportunity to explore topics looking beyond school. These can be student-led and extremely effective. The main delivery of RSE in Year 12 and 13 is through assemblies and external providers, for example Drugs ED UK, Gambling Awareness through EPIC Risk Ltd and The RAP Project on sexism and rape culture. Enrichment and Enhancement timetabled periods will include opportunities for speakers on RSE in future.

Those PSHCE topics that are particularly relevant to RSE are as follows:

Lower 4:

- Friendships
- Friendships with boys
- Online Safety
- Physical Development (puberty)
- Health and Hygiene
- Emotional Development
- Self Esteem
- Relationships, consent and reporting concerns

An off-timetable morning delivered by external providers covers the following topics:

- All the Relationships
 - Inclusive families
 - Being curious about relationships
 - Getting good answers
 - Permission seeking and boundaries
 - Beginnings of consent
 - Who to talk to if there is a problem?
- Your Private Body
 - Being curious about bodies
 - Answering your brilliant questions
 - Where to get good answers
 - Breasts, Genitals & Correct Terminology
 - Body image & media pressure
 - What to do if you are worried?
- The Adolescent Body: Puberty
 - Responding to student questions
 - Puberty & Change – your questions answered
 - Period products, the environment & Menstrual Wellbeing
 - Male puberty explained
 - Looking after your private body
 - Touch & Pleasure
 - Who to ask for help...

Upper 4:

- Body image, nutrition & eating disorders (carousel)
- Relationships and identity (awareness of LGBTQ+ rights and terminology, relationship values and online)
- Healthy Relationships, including online and sexting

Lower 5:

- FGM
- School Values
- Drugs and Alcohol Awareness
- Self-Awareness
- Relationships Education
- Sex Education, consent, contraception, STIs, pornography (carousel)
- Managing change, including within families
- Mental health (on carousel), including self-harm and depression

Middle 5

- Wellbeing and mental health – anxiety and fear, eating disorders, self-esteem, bereavement, stress
- Online communication
- Risk taking and drugs
- Fundamental British Values, focussed on the concepts of equality and justice
- Relationships and sex – sex, contraception, STIs

Middle 5 receive one and a half days of RSE off timetable delivered by external specialists, which includes practical guidance on using contraception and covers the following topics:

- Equality 1 - Gender stereotype in childhood
 - Birth and labelling
 - History of pink and blue
 - Harmful gender stereotypes (oppression/expectation/feelings/emotions)
 - Home Toys & Books & Clothes
 - School – sport, play & subjects
 - Be the positive change
- Equality 2 – Gender stereotypes in life
 - Reflecting on gender stereotypes in media
 - Advertising & Consumerism
 - Beauty & bodies
 - Invisible women and data gap
 - Gender pay gap/pleasure gap
 - Intersectionality & Everyday feminism
 - Disrupt your feed
- Equality 3 – Inequality and harm
 - Everyday Sexism
 - Upskirting
 - Public Sexual Harassment
 - Sexual Assault/Rape
 - Responding to harmful behaviours
 - Being an active bystander
 - Role models and activists
- Intimate Relationships
 - Reproduction or Pleasure?
 - Understanding intimacy
 - Reality v. pornography
 - Becoming Sexually Active
 - Complex consent, Green Flags/Red Flags
 - Being a bystander/upstander

Upper 5

- Wellbeing and mental health
- Adulthood and the law - young people and the law, FGM, sexuality, gender identity. Exploitation, the criminal justice system in the UK, citizenship
- Management of risks - sexual health, pregnancy, drugs, spiking

- Current affairs - current affairs and the political landscape

Upper 5 also take part in a 3 hour RSE session off timetable covering the topics below:

- Harm Reduction
 - Making good choices
 - Your chemical brain
 - Drug categories
 - Peer behaviours
 - Harm reduction messaging
 - Strategies & Skills
 - Tobacco, Vaping, Alcohol
 - Illegal substances can be discussed where appropriate
- Freedom & Festivals
 - A strong focus on Fun, Freedom and safety at Festivals & Events
 - Adolescent Brain rewards systems
 - Risk & PFC
 - Illegal Substances including Cocaine, MDMA & Ketamine
 - Recent data around harms – mixing, strength, unknowns.
 - Harm Reduction including the ‘drug testing at festivals’ debate
 - How to ask for help if things go wrong
- Spiking Deep Dive
 - What is spiking?
 - The Law
 - Why it’s been in the press recently?
 - The way in which spiking has been reported
 - Myth Busting & attitudes towards spiking
 - Student insights
 - What signs to look out for
 - A local response to spiking
 - Where and who to ask for help
 - Q&A session

Year 12

- Consent Revisited (off timetable)
- Young Minds Mental Health
- Identity and Stigma
- Sexual Health
- Addiction
- Pornography (Off timetable)

Year 13

- Love Versus One Night Stands
- Sexual Health Services at University
- Young Adult Sexual Health

Keeping Your Body Safe & Sexual Health

Year 12 and 13 Students discuss a series of issues in form time, revisiting consent and adult relationships with a view to the wider world beyond school, especially campus behaviour in preparation for university. They attend presentations from external specialist speakers on

topics such as sexual consent and pornography when part of the Enrichment and Enhancement curriculum.

Further details regarding RSE within the PSHCE curriculum can be found in the PSHCE department Handbook.

8 Monitoring and Evaluation

The Head/Subject Leader of PSHCE communicate with those delivering the RSE curriculum to discuss:

- The resources being used
- Their appropriateness and effectiveness
- The reaction of the Students to the lessons and materials
- The inclusion of new topics that may need to be covered.

The School invites Students to provide feedback via surveys and through the Student Voice discussions.

8.1 Delivery, Monitoring and Evaluation

RSE is the responsibility of the Head of PSHCE in the Senior School and the PSHCE subject leader in the Junior School. Learning walks and observations, the use of pastoral house teams and student feedback are employed across the year groups. Whole school inset training is used to provide training in the teaching of PSHCE and RSE, to discuss the programme and any changes or new initiatives. Transition between Junior and Senior School is discussed by pastoral leadership, PSHCE and Year Heads.

8.2 Areas for Assessment

Students' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about students' progress. This may include presentations, written evidence, group work, observations.

9 Parents' Right to Withdraw their Child

9.1 Junior School

Parents do not have the right to withdraw their children from Relationships Education, but parents do have the right to withdraw their children from non-statutory components of Sex Education.

If Parents would like to withdraw their daughter from these lessons, they should make a written request to the Head of the Junior School. The Head of Junior School might wish to discuss the request with Parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. As per Government guidance for Primary Schools, the Head of Junior School will automatically grant a request to withdraw a Student from any sex education delivered in primary schools, other than as part of the science curriculum. In such

instances, the School will provide appropriate, purposeful education during the period of withdrawal.

The School will continue to consult and engage with Parents and Students in the ongoing development of Relationships and Sex Education.

9.2 Senior School

The School strives to make RSE appropriate to the age, background and beliefs of the Students. A letter to Year 7 parents is sent at the beginning of the academic year to outline the provision and parental rights. The School keeps Parents, in all age groups, up to date with the content of the RSE/PSHCE programme through Parent talks and communication of provision. The School respects, however, that it is ultimately the responsibility of Parents to educate their children in a manner they deem appropriate. Parents are therefore able to withdraw their child from any PSHCE lesson, with prior written (including emailed) notice to the Head of PSHCE. Alternative arrangements, usually private study, will be made for the Student.

The parental right to withdraw Students relates only to PSHCE lessons, not lessons taking place within the Biology or Science departments, since these are essential to the completion of the GCSE curriculum.

A parent or carer cannot withdraw their 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.

If parents do not want their child to take part in some or all the Sex Education lessons delivered at secondary level, they can ask that they are withdrawn by approaching the Head with a request.

The Head will consider this request and discuss it with the parent and will grant this in all but exceptional circumstances, up until three school terms before a Student turns 16. At this age, a Student can choose to receive Sex Education if they would like to, and the School should arrange for them to receive this teaching in one of those three terms (unless there are exceptional circumstances).

Appendix A:

Useful websites

Relationships and Sex Education (RSE) (Secondary)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

Relationships education (Primary) Updated

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Physical health and mental wellbeing

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>