



HILL HOUSE SCHOOL

## **POLICY FOR RELATIONSHIPS & SEX EDUCATION**

**The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 from 1 September 2020 make relationships and sex education compulsory as follows:**

- **Relationships education – for pupils receiving primary education (essentially age 5 to the end of Year 6). There is no parental right to withdraw pupils.**
- **Relationships and sex education – for pupils receiving secondary education (essentially Year 7 and above), subject to a limited parental right to withdraw pupils.**

*This policy was devised by the school and published in draft form in August 2020 to parents and staff. Comments were invited and considered, prior to a final revision and publication of the policy in September 2020.*

*The policy will be reviewed annually by SMT and approved by Governors, with parents' comments invited and considered.*

### **Definitions**

The focus in Junior School is 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.

In Senior School, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

## **AIMS AND OBJECTIVES**

- To present factual information in an objective and balanced manner to enable pupils to make informed, reasoned and responsible decisions about relationship and sexual matters as they develop physically, emotionally and socially.
- To examine the physical, emotional and moral aspects of sex and relationships and any potential risks which might be involved.
- To teach that there is a need for responsibility to be exercised by both partners in a relationship.
- To recognise the place of sex in the development of emotional and personal relationships and to show the benefits and responsibilities of a stable and loving relationship.
- To inform pupils about the responsibility and pleasures of parenthood and family life.
- To ensure that each individual is respected and treated with dignity irrespective of sex, culture, religion or sexuality.
- To support any individual's right to celibacy.
- To do this in line with the Equality Act 2010

## **Subject Content Overview**

### **Relationships Education (Junior School)**

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Pupils should know by the end of Junior School, about:

- families and people who care for us
- recognising caring friendships
- respectful relationship
- online relationships
- being safe
- permission seeking and giving

In Junior school, health education will be taught to children in Years 4, 5 and 6. This covers the physical and emotional changes of puberty and in Year 5 and 6 the key facts about the menstrual cycle and menstrual well-being.

### **Relationships and Sex Education (Senior School)**

Relationships and Sex Education will build on the teaching at Junior School. It aims to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds. The school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing

intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

Pupils should know by the end of Senior School, about:

- building further on the areas above introduced in juniors
- intimate and sexual relationships, including sexual health.
- relevant legal provisions when topics are being taught, such as consent (including the age of consent), FGM, sexuality, gender identity, exploitation, equality act/

The curriculum content will be delivered in a non-judgemental, factual way which allows scope for pupils to ask questions, whether publicly or anonymously.

The curriculum is set in the context of the school's ethos and pastoral care system and a wider whole-school approach to supporting pupils to be safe and happy. Linked policies include:

- Behaviour
- Anti-bullying
- Safeguarding

The curriculum will proactively address issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This should be in line with pupils' needs, informed by pupils' voice and participation in the curriculum development and in response to issues as they arise in the school and wider community.

Faith perspectives

The religious background of all pupils should be taken into account when planning teaching, so that the topics that are included in the core content are appropriately handled. The school will comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Balanced debate may take place about issues that are seen as contentious.

### **Pupils with SEND**

Relationships and sex education must be accessible for all pupils, and the school will 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)**

The school will ensure 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 should be sensitive and age-appropriate in approach and content. At the point which the school considers it appropriate to teach pupils about LGBT, it will ensure that this content is fully integrated into the programmes 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.

### **Right to be excused from relationships education**

There is no right to be excused from relationships education

### **Right to be excused from sex education**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting the request, the school will discuss the request with parents and, as appropriate, with their child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. After those discussions, except in exceptional circumstances, the school will respect the parents' request up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, the school will make arrangements to provide it. The school will automatically grant a request to withdraw a child from sex education in primary schools, other than as part of the science curriculum. Any pupils who are withdrawn will receive purposeful education during the period of withdrawal.

### **Staff Responsibilities**

#### **RE/PSHE Teachers are responsible for:**

- delivering the PSHE materials in an atmosphere of mutual trust and respect;
- delivering the PSHE materials within the moral framework outlined above;
- informing the Subject Co-ordinators of any problems related to the materials.

The Science Department will ensure the delivery of aspects of sex education in line with the National Curriculum requirements, taking account of the aims of the school policy, liaising with the PSHE Co-ordinators.

### **Procedures**

- All materials to be used in science, both KS3 and KS4, are to be available to staff in advance of the programme of study commencing.

- All materials to be used in PSHE are to be available to staff several weeks in advance of the programme of study commencing.
- All parents/carers are to be informed by letter in advance of the programme of study commencing.

## **Methodology**

It is our aim that the subject matter will be dealt with sensitively in accordance with the needs and maturity of the students. So that student participation may be encouraged it is intended that the more challenging PSHE packages will not be undertaken until the summer term so that the relationship of mutual trust and respect between the teachers and the individual pupils will have had an opportunity to develop.

As teachers, our overriding concern is for the welfare of the students and therefore all requests for advice/information from the students will be respected and responded to professionally. The needs and opinions of the students are of paramount importance.

## **Monitoring and Evaluation**

At the end of the RSE package each student will be asked to make an evaluation of the materials so that they can be adapted accordingly.

Senior staff will monitor the deliver of the subject as with all other areas of the curriculum, including

- lesson observations
- work scrutiny as appropriate
- pupil discussions
- use of questionnaire.

## **Science Lessons**

The Biology of Reproduction and initial discussions about Menstruation and Contraception are dealt with in Science lessons in Years 6 and 7. This is repeated within the context of Key Stage 3 in Biology in Year 9, where the following aspects are covered in age appropriate ways:

- the Biology of Reproduction;
- menstruation;
- the hazards of smoking;
- the abuse of drugs and other substances;
- a study of variation and heredity.

Within the GCSE Biology course in Years 10 and 11, pupils:

- undertake an extended piece of work on drugs, tobacco and alcohol;
- study variation, inheritance and genetic illnesses;

- enhance their understanding of menstruation, contraception and STIs
- study IVF and similar techniques

### **PSHE Lessons**

Within their PSHE lessons, pupils discuss:

- drugs and the dangers of drugs;
- contraception and unplanned pregnancy;
- sexual health;
- moral aspects of relationships;
- gender and sexuality;
- Domestic abuse and forced marriage;
- mental health issues;
- radicalisation and extremism

### **RSE Sessions**

Within RSE sessions pupils also discuss the following topics in age appropriate ways:

- Year 7: Prejudice and discrimination, the risks of tobacco and other substances, puberty and hygiene;
- Year 8: Alcohol and drug misuse, children and family life, body image, gender identity and stereotypes, eating disorders and self-harm;
- Year 9: Tackling homophobia and sexism, consent, sexting and pornography, contraception, STIs and FGM

### **Withdrawal**

Senior School parents can withdraw their children from all or part of the sex education that does not form part of the statutory National Curriculum.

This does not affect spontaneous discussion or the answering of questions that arise naturally in other curriculum areas.

If parents wish to withdraw their child from all or part of the school's sex education programme the following procedures must be followed:

- Inform the school of this decision in writing before the sex education programme starts.
- Be invited into the school to discuss the nature of their concerns.
- The school will inform the parents of the arrangement that will be made for the child whilst these sessions are going on.

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