



## Relationships and Sex Education Policy

Date of review: Spring 2022	Policy Holder: Head of PSHE
Review cycle: Annually	Date of next review: Spring 2023

### This policy applies to:

1. Great Ballard EYFS and Pre-Prep;
2. Great Ballard Prep school;
3. Great Ballard Senior school.

Linked policies/documents:	PSHE policy
Comments:	Parental consultation takes place annually after policy review in the Spring. Parents are given the opportunity to provide feedback to the school. Consent letters for sensitive topics and lessons are sent to parents at the appropriate time.

	Name (role):	Signature:	Date:
Policy owner:	Joanne Sykes Head of PSHE	J L Sykes	Spring 2022
SMT owner (if different):	Matthew King Head Teacher		Spring 2022
Ratified (Board of Governance):	Chris Jay Board Member for Safeguarding		Spring 2022

### 1. The aims of relationships and sex education (RSE) at our school.

Great Ballard believes that sex education is an educational entitlement of all pupils and an integral part of each pupil's emergence into adulthood. We place the utmost importance on sharing equal and joint responsibility with parents for their children's education, including sexual matters. In that regard, via this policy, we will clearly communicate to staff, parents, visitors and pupils the manner in which relationships and sex education will be delivered at Great Ballard.

We aim to:

- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Encourage self-esteem and emotional well-being;
- Provide support and information for young people and their parents/families; and
- Encourage personal responsibility in all forms of behaviour.

Policy Aims:

## **2. Statutory requirements**

As an independent primary and secondary school, we must provide Relationships Education (RE) to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide sex education to early years and primary age children but we do need to teach the elements of sex education contained in the science curriculum.

We are required to provide Relationships and Sex Education (RSE) to secondary age pupils, as outlined in the DfE's statutory guidance on '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)'

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Great Ballard we teach RE and RSE as set out in this policy.

## **3. Policy development**

This policy is being developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information, including relevant national and local guidance;
2. Staff consultation – all school staff have been given the opportunity to look at the policy and make recommendations;
3. Parent/stakeholder consultation – parents and any interested parties will be invited to read the policy and make comments on the contents;
4. Pupil consultation – we will investigate what exactly pupils want from RE and RSE;
5. Ratification – once amendments have been made, the policy will be shared with governors and ratified.

## **4. Content and definitions**

RE and RSE provides knowledge, and encourages the acquisition of skills and attitudes, which will allow pupils to manage their lives in a responsible and healthy way.

RE and RSE are part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. They comprise learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing. The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the

backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.

RSE includes the teaching about intimate and sexual relationships, including sexual health. It also includes what the law says about sex, relationships and young people, as well as broader safeguarding issues and using technology. RSE is not about the promotion of sexual activity.

### ***a) Knowledge and information***

EYFS: The early learning goals for Personal, Social and Emotional Development alongside Understanding the World support the social and emotional development of the children. The discussions and activities throughout Nursery and Reception ensure the children are prepared for the KS1 curriculum

Key Stage 1: Health and wellbeing, both physical and mental; growing and changing; keeping safe; drugs, alcohol, and tobacco; families and close positive relationships; friendships managing hurtful behaviour and bullying; safe relationships; respecting self and others; communities; media literacy & digital resilience; economic wellbeing; money, aspirations, work, and career.

Key Stage 2: Families and people who care for me; caring friendships; respectful relationships; online relationships; being safe; changes that adolescence brings, including menstrual wellbeing; how a baby is conceived and born; mental health and physical wellbeing, including drug and alcohol harm, healthy eating and first aid.

Key Stage 3: Puberty and menstrual wellbeing; personal safety; friendship and love; family life and healthy relationships (sexual and non-sexual); gender issues; conception and birth; contraception; HIV/AIDS; safer sex; helping agencies; sex and the law; life stages; online safety and harms; mental health and physical wellbeing, including drug and alcohol harm, healthy eating and first aid and health prevention.

Key Stage 4: Birth processes; abortion; fostering and adoption; genetic inheritance; early parenting; sexually transmitted diseases including HIV/AIDS; sexual lifestyles; helping agencies; prejudice and stereotyping; different faiths and cultures.

### ***b) Values and beliefs***

As well as knowledge and information pupils will be encouraged to consider the importance of the following values:

- Respect and valuing of themselves and others;
- Understanding and sensitivity towards the needs and views of others;
- Responsibility for their own actions;
- Responsibility to the school, their family and the wider community.

### ***c) Skills and abilities***

Pupils will be encouraged to develop the following skills:

- Honest communication including managing relationships;
- Assertiveness;
- Informed decision making;
- Recognising and using opportunities to develop a safe and healthy lifestyle.

Detailed information can be found in the attached programme of study (appendix 1).

## **5. Organisation**

***a) Relationships and Sex Education*** is jointly coordinated by the Head of PSHE, the Senior Pastoral Lead, and the Prep Pastoral Lead.

#### ***b) Delivery is through***

- Planned aspects within Science, PSHE, Sport and Religious Education;
- Addressing moral and ethical issues arising from apparently unrelated topics in all curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed to be part of the sex education programmes and therefore not subject to the parental right to withdrawal. (see 6d)
- Expert external speakers to present to pupils in designated PSHE workshops when lessons are suspended to allow for the delivery of any topics not covered in other curriculum areas.
- In Form time sessions this content will be pre-empted by tutors and, following the delivery of externally-led sessions, some follow-up will be delivered to pupils by tutors.

#### ***c) Teaching approaches***

A variety of approaches are used to give pupils relevant information, to enable moral issues to be explored through discussion and to acquire appropriate skills. Details can be seen in the scheme of work.

#### ***d) Pupil groupings***

Pupils are taught in mixed ability and mixed gender groups where appropriate. When there is a specific need (for example groups of pupils of a different faith), arrangements may be made to teach pupils in appropriate groupings.

#### ***e) Resources***

- Materials – A wide range of teaching resources are available to teachers and for inspection by parents through the Head of PSHE and from the PSHE Association;
- Staff – With regard to sex education, it is important that staff feel comfortable with the subject matter. Only appropriately trained staff will be involved. Support will be offered through an in-service training programme. All staff are required to teach within the school's code of conduct.

#### ***f) Assessment and evaluation***

- Pupils complete an online quiz in advance of their RSE sessions to gather an idea of what they know and what needs to be addressed. As well as testing existing knowledge, this acts as an opportunity for pupils to highlight any areas they believe need to be covered to allow sessions to be tailored to the needs of the cohort, as well as covering essential basics.
- Following the RSE sessions, pupils complete an online assessment of their knowledge of the content delivered to demonstrate progress and understanding. This also offers pupils the opportunity to provide feedback on the sessions delivered and highlight any areas that they felt were missing. They will also have a follow-up discussion session in Form time using resources provided by the Head of PSHE.

#### ***g) Time available***

Relationships Education forms some part of the curriculum in every year group from year 3 to year 11. Relationships and Sex Education forms some part of the curriculum in every year group from year 7 to year 11.

## **6. Specific issues**

The following issues may occur as part of education. Staff, parents and pupils need to understand the school's procedures.

### ***a) Confidentiality and advice***

Pupils will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue (for example, if a pupil is considered to be at risk or in danger). The member of staff will consult with the Designated Safeguarding Lead (DSL) before any decision is made and the pupil concerned will be informed, with reasons, that their confidentiality is being breached. At the same time, pupils will be offered sensitive and appropriate support.

The following procedures will be adhered to by all adults.

#### ***i) Disclosure of suspicion of possible abuse –***

The school's child protection procedures will be invoked. (see Safeguarding policy)

#### ***ii) Disclosure of pregnancy –***

It is hoped that the following procedure will ensure that pupils who are in difficulty know that they can talk to an adult in the school and that they will be supported. Information and guidance will always be sought from a health professional.

The school will always encourage pupils to talk with their parents first:

- pupils should always be asked whether they can tell their parents(s) and whether they want help in doing so. If they do then subsequent responsibility lies with the parent(s);
- if pupils refuse to tell their parent(s) the adult should refer them to a health professional, via the school's welfare committee;
- the adult should report the incident to the DSL who will consult with the health professional about informing the parent(s).

### ***b) Family Life***

The value of family life is an important aspect, which will be reinforced largely through a consideration of the qualities and relationships between people, with an emphasis on stability, respect, caring and support.

### ***c) Addressing delicate issues***

As part of the RSE programme, issues of contraception, HIV/AIDS, sexuality, and abortion are addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values within the framework set out in section 5. They will be made aware of the difference between fact, opinion and religious belief.

### ***d) Parental partnership and right to withdraw***

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (but not from relationships education). If a parent wishes to withdraw a child, we ask that they discuss it with the Head Teacher in the first instance. Save in exceptional circumstances, and taking into account any pupil-specific needs, the school will seek to respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.

After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. The school will keep a record of all requests and steps taken to meet the parents' request.

#### ***e) Use of Visitors***

There are various people able to resource and support the school in the delivery of the PSHE programme. These include parents and religious, law and policing and health professionals. Visitors will be expected to work within the terms of this policy.

#### **7. Monitoring and Review**

- a) Relationships and Sex education will be monitored by the Head Teacher, the Head of PSHE, the Senior School Pastoral Lead, and the Prep Pastoral Lead.
- b) A nominated governor will have a link role between the school and the governing body.
- c) Reviewed annually in August.

#### **8. Other related policies**

Equal opportunities

Complaints

Anti-bullying

Safeguarding

PSHE

Promoting British Values

#### **9. Complaints procedure**

Any complaints about the sex education curriculum should be made to the Head Teacher who will consider the appropriate means of handling the complaint, according to the Complaints policy.

#### **10. COVID-19 contingency**

The Head of PSHE, along with other members of staff, continued to deliver the PSHE wellbeing curriculum during lockdown via Google Classroom.