

Relationships and Sex Education (RSE) Policy

This policy applies to all pupils, including EYFS

October 2022



1. Introduction

Pupils at St Helen's School are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Our aim is to ensure that in this environment, our pupils know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Relationships Education (RE) became compulsory in September 2020 for all primary schools in England and Relationships and Sex Education (RSE) compulsory in all secondary schools. At St Helen's School we have been teaching these topics for many years to ensure that our pupils are well prepared for life in the 21st century world.

The topics to be covered within the RSE curriculum have now been set out by the [statutory guidance](#) while giving schools the freedom to deliver that content within a broad and balanced curriculum. This policy is designed to outline the purpose and content of RSE, whilst ensuring that the compulsory subject content is age and developmentally appropriate. We aim to teach RSE sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, while always with the aim of providing pupils with the knowledge they need of the law and the legal implications of their actions.

Our belief is that mental wellbeing is central to a child's success and will enable them to build positive relationships. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The RSE curriculum will give them the knowledge and capability to take care of themselves and receive support if problems arise. Throughout the school, RSE is taught in a wider context of helping to foster pupils' wellbeing and develop the resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. We promote positive personal attributes including kindness, courage, resilience and integrity.

Under the provisions of the Equality Act, St Helen's will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation and the delivery of RSE will reflect this. When planning and delivering the RSE curriculum, we take account of our Equal Opportunities Policy as well as our Policy on Special Educational Needs and Learning Difficulties.

2. Aims

The aims of RSE at St Helen's are:

- to give young people the information they need to help them develop healthy, safe, nurturing relationships of all kinds, including online
- to enable pupils to know what a healthy relationship looks like and what makes a good friend, a good colleague, a successful marriage and other types of committed relationships
- to empower pupils to understand the positive effects that healthy relationships have on their mental wellbeing
- to know what constitutes acceptable and unacceptable behaviour in relationships
- to identify when relationships are not right and understand how such situations can be managed

At St Helen's Prep, RSE is about teaching the fundamental building blocks and characteristics of healthy, respectful, positive relationships, focusing on family relationships, friendships, and relationships with other children and with adults, in all contexts, including online. The 'Changing Me' unit of the Scheme of Work explores ways in which the children can respect their bodies, and understand the physical and emotional changes taking place through puberty.

In the Senior School, teaching builds on the knowledge acquired in the younger years and develops further pupils' understanding with a gradually increasing focus on areas such as intimate relationships and sex. RSE involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.

3. RSE Policy and Curriculum Development and Review

The RSE policy and curriculum has been produced in line with [statutory guidance from the Department for Education](#) and is also informed by guidance from the PSHE Association. We are clear that parents and carers are the prime educators for children on many of these matters and we aim to work in collaboration with them, building on what pupils learn at home.

This policy and the RSE curriculum reflect our School's context and diverse nature and recognise that the role of educating every pupil is a partnership between home and school. We aim to always deliver content in a sensitive, objective, and balanced manner to enable girls to comprehend the range of social attitudes and behaviors in modern-day society. This will empower them to consider their own attitudes and actions and make informed, reasoned and responsible decisions while they are at school, at home and in adult life.

4. RSE Curriculum Overview

The RSE curriculum is part of the timetabled whole school PSHCE curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religion, Philosophy and Ethics (RPE).

RSE is always planned and designed to be age appropriate. As pupils mature and develop at different rates, the programme is a 'spiral system' in that key concepts are revisited several times. This enables the teacher to reinforce the knowledge at appropriate stages of pupil development.

Our curriculum is set out in Appendix I and this will be adapted as and when necessary, for example, to respond to local public health and community issues, and to meet the needs of pupils (for example in teaching about high local prevalence of specific sexually transmitted infections).

This policy has been developed in consultation with parents, staff and pupils and involved the following steps:

- Review – all relevant information including DfE guidance reviewed
- Parent consultation – parents were sent the draft RSE policy in October 2020 and invited to make suggestions for development
- Pupil consultation – Senior School pupils are asked for feedback on an annual basis
- Staff consultation – staff responsible for delivering RSE are provided with regular opportunities to review the curriculum and feedback

5. Delivery of RSE

In the Prep School, RSE is taught by the Class Teacher. In Senior School, RSE as part of PSHCE, is delivered primarily by Form Tutors in a timetabled lesson once a fortnight. These lessons focus on allowing girls to learn from each other through guided discussion and to hear from external experts.

The RSE programme is led by the Year 7-11 PSHCE Coordinator and the Director of Sixth Form, with Tutors being further supported by the Heads of Year on some topics.

A plethora of online resources are used, with the PSHCE Association providing a trusted, reliable guide across all age groups. In the Prep School, some BBC Teach resources are used. A few examples of resources used are given in Appendix 1.

We sometimes use outside speakers and trained health professionals to complement and support delivery of certain aspects of the RSE curriculum (for example, the 'RAP Project'). Invited speakers are subject to the School's usual procedures for vetting visiting speakers and the member of staff responsible for the talk briefs them in advance regarding the School's safeguarding procedures.

6. Safe and Effective Practice

We ensure a safe learning environment by requiring that certain 'ground rules' are established for each session and clearly understood by all those that take part. These may vary depending on the age of the students but are likely to include:

- Guidance on how potentially sensitive questions can be asked;
- A general expectation of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room without due cause;
- How staff will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature (they must not promise confidentiality); and
- The promotion of 'distancing techniques' that encourage pupils not to personalise their questions or discussions.

Staff bring any non-urgent issues for discussion to the PSHCE Co-ordinator or Assistant Head Sixth Form. Any urgent and/or safeguarding issues are reported immediately to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads in line with the school's Child Protection and Safeguarding Policy (see below).

7. Right to Withdraw

The Headmistress will automatically grant any request to withdraw a pupil from any sex education delivered in the Prep school, other than as part of the Science curriculum.

Parents have the right to request that their daughter be withdrawn from some or all of the sex education delivered as part of the statutory RSE in Senior School. Parents must state their request in writing to the Headmistress using the form provided in Appendix 2. Parents will then be invited into School to discuss the request to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their daughter, e.g. the emotional and social effects of being excluded as well as the likelihood of the student hearing her peers' version of what was learned in the class rather than what was delivered by the teacher.

Unless there are exceptional circumstances, School will respect the parents' request to withdraw their daughter. Requests from parents must be made annually for consideration. The School will provide alternative work for pupils who are withdrawn from sex education.

However, three terms before the student turns 16 years old, she is legally able to make her own decision as to whether she receives sex education. Should she wish to receive it, the School will make arrangements to provide the pupil with sex education during one of those terms and a parental request of withdrawal in these circumstances will not be granted.

There is no right to withdraw from Relationship Education, nor from sex education within the Science curriculum, at any stage of a child's education.

8. Quality Assurance

The Deputy Head Pastoral and Head of Prep School are responsible for evaluating the effectiveness of the policy and RSE curriculum by:

- Reviewing the RSE Schemes of Work with the Acting Assistant Head Pastoral, Prep Acting Assistant Head, Year 7-11 PSHCE Coordinator, Assistant Head Sixth Form, Director of Sixth Form and Senior School Heads of Year.
- Eliciting feedback from staff teaching RSE through tutor meetings and collating feedback from staff who attend the talks given by external organisations.
- Harnessing pupil voice annually and using this to review and tailor our RSE programme to match the different needs of pupils.
- Reviewing the RSE Policy on an annual basis.
- Ensuring learning walks are carried out by members of the Senior Leadership Team.
- Ensuring that the appropriate checks have been carried out on external providers who deliver aspects of the RSE curriculum.

9. Staff Training

In Prep School the Prep Acting Assistant Head (PSHCE Lead) and Science Lead are responsible for ensuring the planning and delivery of staff training. In Senior School the Year 7-11 PSHCE Co-ordinator and Director of Sixth Form are responsible for the organisation and delivery of staff training. In both sections of the school this includes sharing of good practice and distribution of literature and resources. Staff are also invited to Pastoral evenings to hear talks from external organisations such as the RAP Project.

10. Approval of the Policy

This policy will be reviewed annually by the Deputy Head Pastoral and Head of the Prep School, with input from the Prep Acting Assistant Head, Acting Assistant Head Pastoral, Year 7 to 11 PSHCE Co-Ordinator and Director of Sixth Form. Ultimate approval of the Policy rests with the Headmistress.

Authorised by	Executive Team
Date	July 2022
Effective date of the policy	October 2022
Date of Next Review	July 2023

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Throughout the school, the broad themes for PSHCE are Relationships, Changing Me (in Prep), Health and Wellbeing and Living in the Wider World. The relationships and sex education topics fit within these themes as appropriate.

Continuity and progression across Key Stages is ensured.

The 'Jigsaw' Schemes of Work, including RSE, are being implemented from September 2022 onwards throughout Nursery to Year 6. Some BBC Teach resources are also used in Prep School. In Senior School, many resources from the PSHE Association are used across all age groups.

The topics covered in each year group are listed in the table below, alongside a few examples of resources.

YEAR GROUP	TOPIC/THEME DETAILS	EXAMPLES OF RESOURCES
EYFS	<ul style="list-style-type: none"> • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations 	Jigsaw SoW

YEAR GROUP	TOPIC/THEME DETAILS	EXAMPLES OF RESOURCES
1	<ul style="list-style-type: none"> • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself • Celebrating special relationships • Life cycles – animal and human • Changes in me Changes since being a baby • Differences between female and male bodies (correct terminology) • Linking growing and learning • Coping with change • Transition 	<p>Jigsaw SoW</p> <p>NSPCC Pantosaurus https://www.youtube.com/watch?v=JqJOIA_91E</p> <p>NSPCC Resources https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>
2	<ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships • Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology) • Assertiveness • Preparing for transition 	<p>Jigsaw SoW</p>

YEAR GROUP	TOPIC/THEME DETAILS	EXAMPLES OF RESOURCES
3	<ul style="list-style-type: none"> • Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends • How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition 	<p>Jigsaw SoW</p> <p>Let's Grow with Nisha and Joe, FPA booklet</p> <p>Online Safety - https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/</p>
4	<ul style="list-style-type: none"> • Jealousy love and loss • Memories of loved ones • Getting on and falling out • Girlfriends and boyfriends • Showing appreciation to people and animals • Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change 	<p>Jigsaw SoW</p> <p>FPA</p>

YEAR GROUP	TOPIC/THEME DETAILS	EXAMPLES OF RESOURCES
5	<ul style="list-style-type: none"> • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARRT internet safety rules • Self- and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF) • Growing responsibility • Coping with change Preparing for transition 	<p>Jigsaw SoW</p> <p>Periods – Booklet from the FPA</p> <p>Yasmin and Tom resources</p> <p>Online safety resources</p>

YEAR GROUP	TOPIC/THEME DETAILS	EXAMPLES OF RESOURCES
6	<ul style="list-style-type: none"> • Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness Technology safety • Take responsibility with technology use • Self-image • Body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition 	<p>Jigsaw SoW</p> <p>FPA Growing up with Yasmin and Tom.</p>
7	<ul style="list-style-type: none"> • Respectful friendships • Anti-bullying • Online safety • Emotional Wellbeing • Puberty and periods 	<p>CEOP 'Consequences' film - https://www.youtube.com/watch?v=xaKbgOpuGQ0</p> <p>Koko's #Ivegotyourback - https://www.youtube.com/watch?v=1zx11-9RU2U</p>

YEAR GROUP	TOPIC/THEME DETAILS	EXAMPLES OF RESOURCES
8	<ul style="list-style-type: none"> • Self-esteem and Being Different • Families • Cyberbullying • Cybercrime • Stereotyping • 	<p>Koko's 'Dare to Care' - https://www.youtube.com/watch?v=enb4QE8hpbQ</p> <p>Let's fight this together film - https://www.digizen.org/resources/cyberbullying/films/uk/lfit-film.aspx</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/exploring-cybercrime-ks3-lesson-plans-national</p>
9	<ul style="list-style-type: none"> • Disability • Domestic abuse • Online safety • Families • Personal Values & Consent • Public Sexual Harassment 	<p>What is domestic abuse? - https://www.youtube.com/watch?list=PLs7Iss1qSCRJA8Ba_1CWOIPqEm9iU1as5&v=5u1K-JdBLUk&feature=emb_logo</p> <p>http://thehideout.org.uk/wp-content/uploads/2015/12/16.-Year-Nine-Myths-and-Realities.pdf</p> <p>CEOP 'Exposed' film - https://www.youtube.com/watch?v=5wHfFJ4h9X4</p> <p>https://learning.nspcc.org.uk/media/1407/ks3-lesson-plan-6-consent.pdf</p>

YEAR GROUP	TOPIC/THEME DETAILS	EXAMPLES OF RESOURCES
10	<ul style="list-style-type: none"> • Online Stress and FOMO • HIV and AIDS awareness • Teenage Relationships • Contraception and STIs • Pregnancy Choices and miscarriage 	<p>https://campaignresources.phe.gov.uk/schools/resources/online-stress-fomo-lesson-plan-pack</p> <p>HIV Positive (BBC Stories) - https://www.youtube.com/watch?v=J93cXndAEyY</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/alice-ruggles-trust-relationship-safety-resource</p> <p>'It Happens' talk: https://www.ithappens.education/year-9-10/</p>
11	<ul style="list-style-type: none"> • Abusive and Positive relationships • Families: marriage & parenting • Careers and Digital Footprint • Equal Opportunities • Prejudice and Stereotypes • RAP Project Talk – sexual assault, consent, sexting, online pornography • Honour Based Abuse and forced Marriage, FGM 	<p>https://www.ruralmedia.co.uk/charity/projects/can-you-see-me (Film)</p> <p>http://thehideout.org.uk/wp-content/uploads/2015/12/17.-Year-Ten-Behaviours-Ok-or-Not.pdf</p> <p>https://learning.nspcc.org.uk/media/1410/ks4-lesson-plan-3-pornography.pdf</p> <p>https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes</p> <p>https://www.youtube.com/watch?v=h_Xh5MXA7yY</p>
12	<ul style="list-style-type: none"> • * Brook: Consent • Jo Baldwin: Personal Finance 	<p>https://www.brook.org.uk/rse-workshops-for-young-people/</p> <p>http://www.fiscorum.co.uk/</p>

YEAR GROUP	TOPIC/THEME DETAILS	EXAMPLES OF RESOURCES
13	<ul style="list-style-type: none"> • * Sexual Health • * Sexual Harassment in the workplace • * Emma Cole: Living with HIV • * Relationships: Moving On – It Happens • * LGBT+ • 	<p>Speaker Emma Cole - https://www.positivevoice-emmacole.co.uk/a-positive-voice-talk/</p> <p>https://theraproject.co.uk/presentations/</p> <p>It Happens talk: https://www.ithappens.education/year-12-13/</p> <p>https://www.justlikeus.org/home/get-involved/school-talks/</p>

Appendix 2: Parent request for withdrawal from sex education within statutory RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for requesting withdrawal from sex education within Relationships and Sex Education			
Any other information you would like the Headmistress to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Signature	
Date	