

## RELATIONSHIP AND SEX EDUCATION POLICY

*This policy which applies to the whole school including the Early Years and is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

### Legal Status:

- Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.
- [Sex and Relationships Education Guidance](#) (DfES: 2000)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) DRAFT (DfE: 2019)
- [Sexual Offences Act 2003](#) (HM Government: 2003)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE: December 2017)

**Monitoring and review:** This policy is subject to continuous monitoring, refinement and audit by the Principal (who is also the Proprietor). The Principal will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. The Principal recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. We also consult with parents in developing this policy to ensure it meets the needs of pupils and parents and reflects the community the school serves.

This policy was last reviewed and agreed by the Principal of the School in September 2018 and will next be reviewed no later than September 2019 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require. We are awaiting revised guidance from the Department of Education on Relationships and Sex Education due for publication early 2019, which will then revise this policy.

Signed:

Date Reviewed: September 2018

Date of Next Review: September 2019

Principal

### Rationale

It is recognised that RSE is a cross-curricular area, which impinges on all aspects of pupils' personal and social education and development. At Pattison College we have a responsibility to provide relationships and sex education (RSE), including education about HIV/AIDS and other sexually transmitted diseases at the appropriate age. This education is available to all pupils. A whole School approach to RSE is adopted. This incorporates aspects of the School ethos and organisation and enables effective pastoral support.

### What Is Relationship and Sex Education (RSE)?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Effective Relationship and Sex Education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

Pattison College is committed to the teaching of Sex Education to provide an understanding and lifelong learning about physical, moral and emotional development. It ought to provide knowledge about the processes of reproduction and the nature of sexuality and relationships in a responsible and healthy manner. Due to the nature of the subject, this policy should be read and implemented in conjunction with other existing, related policies, including PSHE & Citizenship, Teaching and Learning and Equal Opportunities.

### Principles and Values

In addition, Pattison College believes that RSE should be:

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- an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- an entitlement for all young people
- encourage each student to contribute to our community and aim to support each other as they grow and learn
- set within the wider Pattison College context and support family commitment and love, respect and affection, knowledge and openness
- encourage pupils and teachers to share and respect each other’s views. The important values are love, respect and care for each other
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and pupils, consulting them about the way these topics are delivered at Pattison College recognise that the wider community has much to offer and aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

**Relationships Education (Early Years – Key Stage 1 – Key Stage 2)**

**Definition:** Relationships Education is the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, children should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

**By the end of primary school:**

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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 for them.</li> <li>• 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.</li> <li>• that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
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<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> </ul>

#### **Relationships and Sex Education (RSE): KS3-4 – Definition:**

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable pupils to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. RSE will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

**Health (Physical and Mental wellbeing) Education (See our PSHEE Policy) – Definition:** The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing, recognise issues in themselves and others and, when issues arise, seek support as early as possible from appropriate sources.

#### **Relationship and Sex Education at Pattison College has three main elements:**

##### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships and marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour

##### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict

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## **Knowledge and Understanding**

- learning and understanding, at appropriate stages, physical development
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay

## **Aims and Objectives**

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Our RSE programme delivered in a number of ways, aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self-esteem to value themselves and others
- have respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly regarding sexual and pastoral relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected relationships
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality
- challenge sexism and prejudice and promote equality and diversity
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships

## **Content**

Pupils learn at the appropriate level how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. Materials used reflect ongoing consultation with parents and professional advisers. Age and cultural backgrounds of the pupils are always regarded in relation to images used. Relationships Education, Relationships and Sex education and Health Education is delivered by teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. Prior to Relationship and sex education lessons commencing, a letter will be sent to parents asking for their consent.

Our programme for Relationship and Sex Education is broken down into the following programmes of study.

### **Key Stage 3 and Key stage 4: Relationships and Sex Education and Health Education**

- “sexting”, “banter”, sexual assault between young people and gender based issues
- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online;
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships and
- that sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment.

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We ensure that our pupils are aware of the dangers of these safeguarding issues and promote positive relationships based on mutual respect.

### **Organisation**

RSE is delivered by a number of teachers who have the experience and skills to deliver sensitive material to mixed ability, co-educational groups of pupils as part of our PSHEE. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside Pattison College may be invited to contribute to the delivery of RSE e.g. Compass. The RSE programme, outside the Science Schemes of Work where certain topics are dealt with, is conducted using a variety of informal activities which have been built into the programme. A set of ground rules will help teachers create a safe environment, in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. All staff involved in the teaching of RSE must be aware of the importance of ground rules and how to set them. Pattison College believes in the importance of training for staff delivering RSE. Staff are encouraged to identify appropriate training and support to help them deliver effective RSE. One member of the Prep School and one member of the Senior School staff have already attended training about RSE and have cascaded that information to colleagues.

The following are protocols for discussion based lessons with pupils:

- pupils must be made aware that teachers cannot offer unconditional confidentiality.
- no one (teacher or student) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- meanings of words will be explained in a sensible and factual way;
- when answering a specific question which involves information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.
- Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the school's Child Protection policy.

### **Procedures for Relationships and Sex Education**

In RSE lessons facts are presented, and issues considered within a clear moral framework, allowing pupils to recognise the importance of dignity and respect for themselves and others, the values of family life and acceptance of responsibility.

Within the context described above, such topics as contraception, abortion, homosexuality and HIV/AIDS are discussed since avoiding sensitive or controversial issues can leave pupils and young people confused and at risk. A range of methodologies and resources are used, regularly reviewed and updated to ensure accuracy of information and relevancy. Issues of a particularly sensitive nature require explicit delivery. They are presented in a broad and balanced way, free from sensationalism and personal bias and sensitively geared to the level of pupils, needs and experience.

The use of "ground rules" helps in the creation of a supportive climate for discussion. Within any particular group there is an emphasis on trust, respect for privacy, care and compassion and the necessity of listening to others opinions in a respectful, reflective manner. Sensitivity to religious beliefs is regarded as an important dimension.

The School seeks to develop pupils' self-esteem and a sense of responsibility by counteracting prejudice and victimisation. Key elements of RSE, or those which are especially sensitive, are delivered by specialists. However, the Pattison College will ensure that:

- teachers are aware of their legal responsibilities;
- the concerns of teachers never trespass on parental rights;
- pupils are taught how to gain information on a wide range of health-related issues to include information on the provision of specific and individual advice;
- should a teacher believe that a student to be in danger or distressed or should questions from pupils cause such concerns, the Principal should be consulted so that the best course of action can be identified;
- teachers are guided by DfE circular 5/94 which states that "Particular care must be exercised in relation to contraceptive advice to pupils under 16, for whom intercourse is unlawful. The general rule must be that giving an individual advice on such matters would be an inappropriate exercise of a teacher's responsibilities."

## **Specific Issues within RSE**

### **Child Protection**

Pattison College School has a separate Safeguarding Child Protection Policy. Effective Relationship and Sex Education may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns by informing the Designated Safeguarding Lead.

### **Disclosures**

If a member of staff learns that an under 16-year-old is sexually active or contemplating sexual activity Pattison College School will ensure that:

- The young person is persuaded to talk to their parent/carer
- Our Designated Safeguarding Lead is informed;
- The young person receives adequate counselling and information

### **Controversial and Sensitive Issues**

Members of staff are aware that views around RSE related issues are varied. However, whilst personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect others that may have a different opinion.

### **Dealing with Questions**

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the student concerned. Questions do not have to be answered directly and can be addressed individually later. Pattison College believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

### **Sexual Identity and Sexual Orientation including Lesbian, Gay, Bisexual and Transgender (LGBT)**

Pattison College believes that Relationship and Sex Education should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. As with all RSE teaching, the school will ensure that its teaching is sensitive, age-appropriate and delivered with reference to the law. Homophobic bullying is dealt with strongly yet sensitively.

### **Equal Opportunities and inclusion (Including SEND) in Relationship and Sex Education**

The Relationship and Sex Education curriculum has been developed to take into account the diversity of the collegiate population and to meet the needs of the pupils. The teaching materials we use are regularly reviewed to ensure their suitability. All Relationship and Sex Education will be inclusive and meet the needs of all young people, recognising that issues such as sexuality, disability, ethnicity and faith affect attitudes towards sex and relationships. We will address explicit and implicit homophobia in Pattison College, and issues of related bullying.

At Pattison College, we believe Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities as they represent a large minority of pupils. High quality teaching that is differentiated and personalised is our starting point to ensure accessibility. This school is also mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEND. Pattison College recognises that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a particular priority for some pupils, for example some with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

### **Visitors contributing to Relationship and Sex Education**

The wider community has much to offer, and we aim to work in partnership with health professionals and other mentors or advisors. From time to time, as part of a planned module of work, local experts will be invited to speak on issues relating to Relationship and Sex Education. All school associate health and other professional and visitors will be asked to conform to the following:

- visitors contributing to Relationship and Sex Education will do so at the invitation of Pattison College and will be qualified to make an appropriate contribution.
- visitors must agree with the aims of Pattison College in delivering its policy on Relationship and Sex Education;
- when in class, visitors will be supervised by a teacher, who will be present at all times;
- although bound by their own code of conduct in a one-to-one situation with an individual student, visitors will follow Pattison College child protection procedures if a disclosure occurs within the classroom setting;
- visitors will know and understand where their contribution fits into the Pattison College's programme or Relationship and Sex Education and Personal Development.

### **Involvement of Parents/Carers**

The School website contains:

- information about the RSE programme;
- an explanation of the content and organisation of RSE;
- details of how parents can learn about the programme;
- the procedures to be followed if parents wish to withdraw their child from any or all parts of the RSE programme.

### **Parental Rights**

The School continues to encourage an active partnership with parents in this as in other aspects of its work, so that parents can feel confident in the RSE programme offered to their children. Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of the School's programme of sex education, other than those elements which are required by the National Curriculum Science Order. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this programme. In this case, such parents should write to the Principal, stating their objections. The biological element of reproduction remains within the National Curriculum Science Order for Key Stage 4. Other issues are dealt with in Religious, Personal and Social Education.

If parents have requested that their child be withdrawn from an aspect of Relationships and Sex Education the Principal will meet with parents to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

### **2019 draft guidance**

Once those discussions have taken place, except in exceptional circumstances, the school should 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 should make arrangements to provide the child with sex education during one of those terms.

Pattison College believes that all children should be offered the opportunity of receiving an appropriate, comprehensive and well-planned programme of Relationships and Sex Education in accordance with the law and government policy. Relationships and Sex education is taught in Science lessons in accordance with the National Curriculum. All children at School have a basic entitlement to information about the human life cycle and reproduction, which is covered in the science curriculum. Parents do not have the right to withdraw children from this provision which forms the basis for understanding the nature of life itself. Parents do have the right to withdraw their children from all or part of any 'Relationships and Sex Education' other than that in the National Curriculum.

Relationships and Sex Education beyond that stipulated as mandatory in the National Curriculum is taught in PSHE lessons. The School aims to teach in a way which promotes the spiritual, moral, cultural, mental and physical development of the children at the School and prepares them for the changes of puberty and adult life. When teaching any aspect of Relationships and Sex Education, it is important that certain ground rules are formulated and discussed with the children first. These include:

- that the work will be done in a way which does not involve anyone, staff or children, having to answer personal questions or revealing private or family situations which could lead to embarrassment and subsequently be 'used' inappropriately;
- that any teasing on sexual matters will not be tolerated and will be treated as harassment or bullying. Children are being trusted to use the information gained in lessons in a responsible and mature way;
- that there should always be two members of staff present when visiting speakers come to teach RSE.

It is important that all staff and outside visitors taking part in this programme are aware of these ground rules and that a classroom is not the same as a counselling session or clinic. In any one class, there are children from different backgrounds, at varying levels of physical and emotional maturity. Teachers need to be sensitive to the needs of all their children and work in a way which protects their sensibilities.

**Confidentiality:** Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead. (See also Child Protection Policy.)