



Relationship and Sex Education Policy

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Related Policies and Guidance Documents	<p>National Curriculum Framework DfE 2013 Relationships Education, Relationships and Sex Education and Health Education (2019) Multi-agency practice guidelines: Female Genital Mutilation (2014). DCSF Sex and Relationships Guidance (0116/2000).</p> <ul style="list-style-type: none">Safeguarding/child protection policyCurriculum policyAntibullying policyEqual Opportunities policyE-safety policyPersonal development policy
Related Regulations	<p>Sex and relationship Guidance (SRE) for the 21st Century: Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000). The Equality Act 2010 and schools (DfE 2014b). Keeping Children Safe in Education, 2022 Education Act 2002</p>
Annexes and Supplementary Info	
Responsible Person	Brian Jones (Chair of Trustees)
Responsible Person Signature	

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1. Aims

This policy statement aims to set out our school's arrangements for giving factual information and knowledge regarding sex education and to safeguarding our young people and their relationships. It sets out:

- Present the school's provision of the Relationship and Sex Education curriculum
- Ensure that the school's values for personal development are regularly updated and reviewed
- Create a culture of safety around our young people that takes into account the risks that they may face in relationships and ensure they have information to make healthy choices in these relationships be they sexual or not.

2. Statutory requirements

It is a statutory requirement for Independent Schools to teach Relationship and Sex education for primary aged and secondary aged children. This means that sex education contained in National Curriculum science (Key Stages 1 and 2) is compulsory and schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13).
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16).

Therefore we must offer a curriculum which covers the SRE (DFEE 2000) legislation that:

- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Promotes the spiritual, moral, cultural, mental and physical development of pupils.

This is stated in section 2.1 of the National Curriculum framework (DfE, 2013a) and relates to duties set out in the 2002 Education Act

3. Definitions

Relationship and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline (21st Century Guidance 2014).

4. Ethos and Environment

4.1 Global Statement

The guidance documents on which the policy has drawn upon are

- Sex and relationship Guidance (SRE) for the 21st Century: Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000).
- Relationships Education, Relationships and Sex Education and Health Education (2019)
- Multi-agency practice guidelines: Female Genital Mutilation (2014).
- DCSF Sex and Relationships Guidance (0116/2000).
- The Equality Act 2010 and schools (DfE 2014b).
- Keeping Children Safe in Education, 2021

Hope House School will follow best practice by ensuring that the personal beliefs and attitudes of anyone will not influence their teaching of RSE lessons

4.2 Policy Development

This policy has been 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 were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with trustees and ratified

4.3 Working with parents

The policy will be available to parents through direct request and available on the website. Hope House School is confident that the school's programme complements RSE across the school. Teaching resources can be shared, and opportunities will be given for discussion and questions if parents approach the school. Before any young person embarks upon its RSE programme, parents/carers are informed by letter or through conversation (recorded on the school MIS) of their right to withdraw their child from RSE lessons and given an overview of the topics the child will be covering. Parents/carers are also reminded that they can have a copy of the school's RSE Policy on request and that they can view any teaching resources being used in the delivery of RSE. Parents have a right of withdrawal from RSE lessons, except those that are covered as statutory within the National Curriculum. The school will work with parents to help them understand the impact of the withdrawal, also once a young person has been withdrawn they can only access these lessons once the withdrawal has been removed.

4.4 CPD for staff

Hope House School ensures RSE/PSHE CPD for staff through:

- Opportunities for subject coordinators to undertake any training required to fulfil their position effectively.
- CPD by trained practitioners or resources
- Through appraisal system take regard of support that is required to ensure excellence in RSE provision

4.5 Statement: Equal Opportunities and Inclusion

Hope House School considers the needs of different groups within the school. (Boys and Girls, varying home backgrounds, Sexuality, SEN, LAC, Faith, Ethnicity and Culture etc). The programme is differentiated at point of delivery by trained staff, so that it is appropriate to pupils age, ability, gender, and maturity.

We aim to ensure all pupils are treated fairly, with no discrimination or bullying on grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability. The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT) and any other groups, however they choose to identify.

Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia, peer on peer abuse, cyberbullying, radicalisation, sexual violence, and sexual harassment – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

5. Specific Issues including Vulnerable Groups

5.1 Use of language in RSE lessons

All staff will:

- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive.
- Use inclusive language (such as partner instead of boyfriend/girlfriend).
- Use correct terminology as this is deemed good practice.
- Avoid the use of any slang. It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles.

Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours. The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community – both in and out of lessons.

Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Children and primary and secondary level need to know that using the word 'gay', to mean something is rubbish is wrong. See also 'The LGBT Issue' e-magazine for inclusive RSE and challenging homophobia biphobia and transphobia (Sex Education Forum, 2014).

Ofsted's (Summer 2021, Review of sexual abuse in schools and colleges) findings in relation to Sexual violence and sexual harassment found that unchallenged use of language represents a triangle of cultural risk, and this puts vulnerable groups at risk of abuse.



5.2 Safeguarding

Some issues may result in children and young people making disclosures which will be addressed in line with school safeguarding policy and procedures. RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is available (Keeping Children Safe in Education, 2021) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM), peer on peer abuse, sexual violence and harassment, online abuse.

If any young person presents with risks, the school will use the Child Protection and Safeguarding Policy.

5.2 Confidentiality

Staff will follow school's policy with regard to confidentiality. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff. A member of

staff cannot promise confidentiality if concerns exist, this follows the school's Child Protection and Safeguarding Policy.

6. RSE Programme

RSE is supported by the school's wider curriculum for personal, social and health education. In this way, we ensure that pupils:

- Receive their sex education in the wider context of relationships and
- Are prepared for the opportunities, responsibilities and experiences of adult life.

The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes:

- Developing confidence and responsibility and making the most of pupils' abilities.
- Preparing to play an active role as citizens.
- Developing a healthier, safer lifestyle.
- Developing good relationships and respecting the differences between people.

At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all pupils: Develop confidence in talking, listening, and thinking about feelings and relationships.

- Are able to name parts of the body and describe how their bodies work.
- Can protect themselves and ask for support.
- Are prepared for puberty

At secondary school level the minimum requirement is to provide information about sexually transmitted diseases (STI's) and HIV/AIDS. This will be delivered through video material and the use of fact sheets and questionnaires.

National Curriculum Science or through ASDAN Key Stage 1:

- that animals including humans move, feed, grow, use their senses and reproduce.
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity.

ASDAN Key Stage 2:

- that the life processes common to humans and other animals include nutrition, growth and reproduction.
- about the main stages of the human life cycle.

ASDAN Key Stage 3/4:

- describe the human life cycle, identifying the purpose of key organs for reproduction.

The teaching staff, deliver the majority of the sex education curriculum with some input from non-teaching staff and if appropriate from external health care professionals.

7. Links to other policies

- Safeguarding/child protection policy
- Curriculum policy
- Antibullying policy
- Equal Opportunities policy
- E-safety policy
- Personal development policy

8. Monitoring Arrangements

The school's arrangements for managing the Relationship and Sex Education policy are monitored by the Headteacher.

This policy will be reviewed by Headteacher, annually.

At every review, the policy will be approved by the trustee board