



UCS
HAMPSTEAD



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Relationships and Sex Education Policy

UCS takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) to all its pupils as part of the school's personal, social, health and economic education (PSHEE) curriculum very seriously. The school wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the sex education provision.

This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The policy will be reviewed annually to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

1. Policy aims

Relationships and Sex Education (RSE)¹ is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship. RSE will outline the importance of marriage for family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society.

The school would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy, we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them and are therefore committed to an RSE that makes every pupil feel valued and included and is relevant to them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

¹ We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

2. Roles and responsibilities

School staff

It is important that all school staff feel comfortable to take PSHEE classes and answer questions from pupils. If the teacher does not feel confident leading RSE discussions then that is likely to be reflected by the pupils, and their learning will be compromised. The school will provide regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSE is so important. There are certain members of the school leadership team, such as the Deputy Head Pastoral, who will hold more responsibility for ensuring that the school's sex education provision is relevant to our pupils and effective, but this is generally a responsibility for all staff members and the school expects staff to be able to voice opinions and share expertise in this area.

Council and the Senior Leadership Team will:

- Develop this school policy and review it on a yearly basis. We must ensure that it meets the needs of the whole school community.
- Ensure that relevant staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the RSE curriculum through the Parents' Forum for example.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate. We want the provision of sex education at home to be complementary to the

provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.

All staff will:

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Head of PSHEE.
- Attend and engage in professional development training around sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to the Head of PSHEE on their experience of teaching RSE and pupil response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area they should speak to the Coordinator of PSHE.

Pupils

Pupils are expected to attend sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this. Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school's behaviour and discipline policy. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to sex education or otherwise. Conversations of this nature between staff and pupils will be held in

confidence; however, staff may take concerns to their manager if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

We will ask pupils for feedback on the school's sex education provision yearly and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

Parents

The school expects parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHEE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

The school will take every opportunity to inform and involve parents and carers by:

- Making the RSE policy available on the Wellbeing & PSHE website;
- Welcome letters at the start of each academic year;
- Regular updates on what their child will be learning during RSE before they are due to start it in our half-termly wellbeing/parent bulletin;
- Giving parents the content of the RSE teaching programme via the curriculum page of the Wellbeing and PSHE website;
- Inviting parents and carers to discuss RSE in the school and help them talk to their children about growing up;
- Providing materials for parents to use when talking about RSE with their children;
- Consulting parents on the RSE policy when it is reviewed;
- Discussing individual concerns and helping parents and carers support the needs of their children; and
- If requested, providing parents with the resources that will be used when delivering RSE to their children.

3. Implementation and curriculum

It is important that we implement our RSE policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

Assessment

We believe that schools should have the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. We will use a range of assessment methods to get regular feedback on pupil progress and to identify where pupils need extra support or intervention. Lessons are planned to ensure that pupils of differing abilities, including the most-able, are suitably challenged. Assessment methods used include:

- Students' pre and post unit self-evaluation
- Project work
- Presentations
- Pupil discussion
- Revisiting baseline assessments (quizzes, brainstorming, storyboards, role-playing, discussion questions, responding to scenarios)
- End of unit assessments
- Reflection time

Guest speakers

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupils' perceptions.

A teacher will always be present throughout these lessons so as to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session; and
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with questions

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Staff training will include sessions on how to answer questions appropriately including difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Head of PSHEE.

Ground rules in class are essential when discussing sensitive subject matter and all staff are given time at the beginning of the academic year to discuss and develop this with their pupils. Some strategies staff may use to support this might be:

- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods e.g. contraceptive card games
- use of expert guest speakers
- practical activities using DVDs or video
- group and paired activities

Withdrawal from RSE

We will always aim to keep parents informed about all aspects of the RSE curriculum and we urge parents to read this policy. Parents can request access to resources and information being used in class, and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school. It is, however, a statutory right of parents or carers to withdraw the children in their care from some or all of sex education delivered as part of statutory RSE. **This excludes withdrawal from the elements on human growth and reproduction which fall under the National Curriculum science and any topics from Health Education.**

Any parent wishing to withdraw their child from RSE should contact their child's Warden and the Head of PSHE (Mr Darius Bluck) who will arrange a meeting to discuss their concerns. RSE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is

acknowledged that the final decision on the issue is for the parent to take. If a parent does decide to withdraw their child, they should inform the Head of PSHE in writing and the school will keep a record of this.

The Head of PSHE will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

Except in exceptional circumstances, we will respect the parents' request to withdraw their 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. We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

Equal opportunities

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour and discipline policy, which is displayed on the school website.

Safeguarding and confidentiality

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse. We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While we want to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. We do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.

Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must only be shared with one of the safeguarding team as is outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible; and
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Deputy Head Pastoral to decide what is in the best interest of the child.

Advice and treatment

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the school nurse. Providing advice on contraception and practising safe sex is a key

part of the school's RSE provision. We also encourage parents to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

The school's first aid policy covers protection for all school members against infection from blood-borne viruses.

4. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum yearly, and will inform parents of any revisions to the school policy or sex education curriculum.

We aim to monitor the effectiveness of our relationships and sex education provision through:

- Feedback and evaluation from pupils, including pupil interviews, questionnaires and surveys;
- yearly feedback from parents;
- teacher evaluation of lessons and the overall RSE programme;
- classroom observations; and
- sampling pupil work.

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

5. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Parents should feel that they could contact the school nurse or their child's Warden, either by email or on the phone, should they want support on providing effective sex education at home.

6. RSE Syllabus and Programme

It is likely that several departments of the school will at some stage be involved in the delivery of RSE, especially but not exclusively:

- The PSHEE programme of study;
- Outside speakers and assemblies;
- Biology/Science;
- The T7/Six1 programme; and
- Other departments: English for example may study texts which address personal, social, moral and ethical issues relating to RSE. Ethics will also be discussed in Philosophy or in Dialectics in the Lower School.

All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND. A whole school RSE audit is completed annually by the PSHEE department and provides a clear snapshot of how and where RSE is delivered in the school.

Although the content of the RSE programme may vary from time to time to meet the needs of pupils in particular year groups, we will aim to cover the following topics:

Year:	Topics covered:
Entry	<ul style="list-style-type: none"> • Puberty – the physical, emotional and social development of boys and girls and when these changes are likely to happen • Self-esteem and body image • Assertiveness, consent and hormones • Different types of relationships • The importance of forming healthy relationships (online and offline) • Bullying, conflict resolution and reconciliation • Equality and stereotypes • Gender, sexuality and identity • Gender norms • Sexism and misogyny
Shell	<ul style="list-style-type: none"> • Discrimination and stereotypes – including toxic masculinity and homophobia • Sexuality and gender identity • Digital and online safety issues that relate to RSE (such as sharing indecent images and the impacts of pornography) • Forming positive relationships and understanding why they might change over time • Consent

	<ul style="list-style-type: none"> • Sexual relationships and contraception • Marriage, civil partnerships and divorce • Family and the role and responsibilities of parents with respect to the raising of children
Lower Remove	<ul style="list-style-type: none"> • Types of relationships, sexual orientation and gender identity • Why people have sex and why some choose to delay it* • Different types of relationships and sex* • Pleasure and masturbation* • Internet Porn v real life sex* • ‘Sexting’, Revenge Porn and the law • The link between health and the choices made in sex and relationships • Sexual respect, consent and responsibility • Contraception and Sexually transmitted Infections and where to seek help • Forming positive relationships (‘Good Lad Initiative’)
Remove	<ul style="list-style-type: none"> • Toxic masculinity and heteronormativity • Equality and protected characteristics • Digital and online safety issues that relate to RSE • Sexual harassment and abuse • Grooming, sexual abuse, rape and domestic abuse • Healthy relationships • Contraception and Sexually transmitted Infections and where to seek help
Upper Remove	<ul style="list-style-type: none"> • Revisiting sexual health and how to get support • Digital and online safety issues that relate to RSE • Fertility, choices in relation to pregnancy and miscarriage • Alcohol, parties and choices • Stereotypes and discrimination • Contraception and Sexually transmitted Infections and where to seek help
Transitus & Six1	<ul style="list-style-type: none"> • Gender, sexuality and identity • Sexual harassment and rape culture • Contraception and conception • Sexual consent workshops <p>Session 1: Myths about sexual assault (and harassment); sexual consent in law</p>

	<ul style="list-style-type: none"> • Definition of sexual violence • Identification of when consent to sex is not possible under the law • Understanding the importance of sexual consent on an individual and societal level <p>Session 2: Scenarios; what it means to be an ethical bystander; definition of consent</p> <ul style="list-style-type: none"> • Tools for identifying when consent is or isn't given in sexual encounters • Potentially sexually harmful situations that could occur among the peer group • What an ethical bystander is and how to be one
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* Topics that fall under the classification of sex education and therefore contain lessons where parents have a right to withdraw their children from attending – see section 3 'right to withdrawal'.