

Papplewick



Relationship and Sex Education Policy

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PAPPLEWICK SCHOOL RELATIONSHIP & SEX EDUCATION (RSE) POLICY

In an ever changing world, Papplewick is a school where boys can still very much be boys, alongside the guidance and support of teaching staff who nurture the boys, enable them to make well informed decisions and manage risk. We know that boys of this age have a natural spark and individuality about them and we seek to promote kindness, respect, happiness and confidence within all our students.

1. INTRODUCTION

- 1.1. Relationship and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality, sexual health, healthy lifestyles, diversity, equality, inclusion and personal identity. When the term 'relationships' is applied to this policy, it is in relation to relationships both on and offline. Some aspects of RSE are delivered in Personal, Social, Health and Economic Education (PSHE), Science, and others are taught as part of ICT. Aspects of RSE are also addressed through a carefully planned Assembly and Chapel rota.
- 1.2. This policy should be read in conjunction with our PSHE Policy as well as our Safeguarding and Child Protection, the Promotion of Good Behaviour and Anti-Bullying policies.
- 1.3. Effective RSE does not promote sexual activity. It teaches students to understand key terminology, to respect themselves and to respect others.

2. ROLES AND RESPONSIBILITIES

Governors

The Education Committee will approve the RSE policy annually. The Governors delegate the responsibility for implementation of this policy to the Headmaster.

Headmaster

The Headmaster is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from sex education components of RSE. The headmaster is responsible for RSE being embedded within the curriculum.

RSE Leadership

The RSE programme is led, delivered, monitored and reviewed by our Head of PSHE. It is supported by teachers of Science, as well as teachers of ICT. RSE is also supported by the Pastoral Team, school nurse, Learning Support Department and external speakers/workshops (if deemed suitable).

Teachers of RSE are encouraged to complete appropriate training on the topics they are expected to teach during the academic year to support students in the effective delivery of RSE education. The Head of PSHE works closely with Heads of Department to ensure relationships, sex and health education programmes of study complement, and therefore do not duplicate, the content covered in other subject, such as Science and ICT.

3. AIMS

- 3.1. A comprehensive programme of RSE, in a prep school, provides accurate information about the body, reproduction and for the older students it may deemed necessary to discuss sex education

in relation to developing intimate relationships. It also gives students essential skills for building positive, enjoyable, respectful and healthy relationships, as well as information on how to stay safe both on and offline. Inclusion of RSE in PSHE lessons helps us to create a safe school environment in which our students can learn about and develop positive relationships. This is essential as it ensures:

- Students have good quality education, as set out in the United Nations Convention of the Rights of the Child
- Key building blocks of healthy, respectful relationships are developed in focusing on families (including different families), friendships (including online), and healthy intimate relationships (senior students)
- Students are prepared for physical and emotional changes they undergo at puberty, and they are given the opportunity to explore a variety of relationships in a timely manner
- We are meeting our safeguarding obligations, ensuring our students learn about safety and risks in relationships and how to report, as well as seek advice and support
- Students understand the consequences of their actions and how to behave responsibly within platonic, as well as intimate relationships
- A positive culture regarding relationships and sexuality; challenge prejudice of protected characteristics, including LGBTQ+ and gender equality
- Students develop feelings of self-respect, confidence and empathy
- To prepare students for the challenges, opportunities, and responsibilities of adult life
- The promotion of spiritual, moral, social, cultural (SMSC) and physical development of our students

4. STATUTORY GUIDANCE

- 4.1. Since September 2020, it has been a legal requirement to provide Relationships and Sex Education to all pupils, as per section 34 of the [Children and Social Work Act 2017](#).
- 4.2. In line with statutory guidance, it is recommended that age-appropriate Relationships, Sex and Health Education (RSHE) is taught to all our students. However, how we do so remains at our discretion and decisions made to teach particular topics must benefit the needs of our school community and parents must be informed in advance to ensure transparency
- 4.3. In accordance with the Children and Social Work Act 2017, relationships and sex education should have regard to the age and religious background of the pupils and must include:
 - i. safety in forming and maintaining relationships,
 - ii. the characteristics of healthy relationships, and
 - iii. how relationships may affect physical and mental health and wellbeing
- 4.4. Documents that inform the school's RSE policy include:
 - [Education Act](#) (1996)
 - [Learning and Skills Act](#) (2000)
 - [Education and Inspections Act](#) (2006)
 - [Equality Act](#) (2010),
 - [Keeping Children Safe in Education \(KCSIE\)](#) (2023)
 - [Children and Social Work Act](#) (2017)

5. ATTITUDES AND VALUES

RSE has three key components:

Attitudes and Values:

- family life and stable relationships
- value of respect, love and care
- exploring, considering and understanding moral dilemmas

- developing critical thinking skills and enhancing decision making
- individual conscience and moral choices
- the importance of nurturing children.
- challenging myths, misconceptions and false assumptions

Personal and Social Skills:

- managing emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on the understanding of differences and with the absence of prejudice
- providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions and to manage conflict
- empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- information about healthier, safer lifestyle choices
- understanding the importance of appropriate, respectful and consensual relationships
- learning and understanding physical development at appropriate stages
- understanding human emotions, different relationships and reproduction
- learning about and understanding the importance of staying safe online and of developing healthy, consensual online relationships

6. DELIVERY & CURRICULUM DESIGN

- 6.1. RSE is a fundamental part of a student's lifelong learning process, starting in early childhood and continuing into adult life. RSE is taught within the PSHE curriculum with a 30 minute timetabled lesson each week. Our guiding principles are that all lessons are age and developmentally appropriate. It is expected that all PSHE and RSE lessons are delivered sensitively and inclusively. Our RSE programme of study is designed to have a positive impact on our students' health and wellbeing, including their ability to form and maintain healthy relationships.
- 6.2. RSE schemes of work follow Government and Department for Education statutory guidance. We also use the PSHE Association guidelines to ensure lessons are differentiated, therefore meeting the needs of all learners.
- 6.3. Biological elements of RSE are taught in PSHE lessons (via the growing and changing schemes of work), which complement the delivery of human reproduction and puberty in Science.
- 6.4. RSE is taught to boys in Y2-Y8, by The Head of PSHE.

7. SAFE and EFFECTIVE PRACTICE (Inc. SAFEGUARDING)

- 7.1. PSHE/RSE lessons include allocated time for discussion of topics that students find particularly useful and any RSE lesson may consider questions or issues that some students may find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, their teacher will aim to answer them honestly, within the ground rules established at the start of each lesson. Students also have the opportunity to use the anonymous 'chatterbox', which can be found in their PSHE classroom. When it is felt

that answering a specific question would provide information at a level inappropriate to the development of the rest of the students, the question is dealt with individually at another time. There is no expectation that the teacher delivering RSE will automatically answer questions, however each class is reminded their questions will be answered when the teacher feels is appropriate. Any situation which indicates a cause for concern, must be addressed and any worries emerging from conversations with a child, should be shared with the Pastoral Team or with the Designated Safeguarding Lead.

- 7.2. There may be times when a question or concern raised by a student should be referred to a parent. It is good practice to talk to the student concerned before involving a parent, to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a student feels that they do not want their parent to be spoken to, then this should be taken seriously and discussed with the Designated Safeguarding Lead.
- 7.3. It is important to note that a disclosure regarding sexual orientation or gender identity would be shared with the Pastoral Team immediately to ensure the health and happiness of the child was prioritised. The Pastoral Team would then consult the parent(s) of the child. If there was a Safeguarding concern, staff would refer to the Safeguarding Policy and record any concerns appropriately.
- 7.4. RSE lessons are taught in an environment where questions and discussions on RSE matters can take place without any stigma or embarrassment. We recognise that parents are key in teaching their children about relationships, sex and growing up. As such, we aim to work in partnership with parents and students. Prior to the start of any RSE schemes of work or external workshops, parents are written to by the Head PSHE with an outline of the lessons, including a summary of the learning objectives/outcomes. Parents can also request to see any resources that the school, or guest speakers, are using with their children in RSE lessons by contacting the Head of PSHE.

8. ENGAGING STAKEHOLDERS

- 8.1. Parents will be informed about changes to the RSE policy and it will be available to parents via the school website. Papplewick School is committed to working with parents by ensuring they are equipped with up-to-date information relating to RSE changes and statutory guidelines.
- 8.2. Parents have access to the PSHE curriculum map, which is in the PSHE policy, as well as the school website. The curriculum map for PSHE (including RSE) is a working document and may be subject to change. Parents will be notified, in advance, of significant RSE changes and will be given appropriate time to respond to such alterations. The Head of PSHE will communicate additional resources to support and facilitate conversations at home, if deemed necessary or useful.
- 8.3. Each academic year, students have the opportunity to reflect upon and give feedback on the quality of their PSHE/RSE curriculum. This feedback is collected, shared with SLT and governors and provides the Head of PSHE with valuable feedback that helps to shape ongoing PSHE and RSE provisions, including topics students would like to study.

9. MONITORING, REPORTING AND EVALUATING

- 9.1. Teachers will reflect on their delivery of RSE through meetings with the Headmaster and the Pastoral Team. Lesson observations are also conducted by the Deputy Head (Curriculum) and the Headmaster. Book checks ensure students are making progress and that there is evidence of age appropriate materials and meaningful learning in PSHE/RSE lessons.
- 9.2. We acknowledge that the effective teaching of RSE, within PSHE and other subject areas, requires

particular skills and expertise. CPD can be requested to further support and enhance the delivery of RSE lessons through organisations such as NSPCC and the PSHE Association. Staff have access to the PSHE Association resources, via their website, and our membership is renewed annually.

- 9.3. Students are given an opportunity to review and reflect on their learning during PSHE/RSE lessons as baseline assessments and plenary opportunities allow them to consider their progress, in terms of their knowledge and understanding and identify any changes in their thoughts, views and opinions. Students will also be asked to identify sources of support and suggest where they can get additional help and support on RSE matters.

10. STUDENTS

- 10.1. Students are expected to engage fully in PSHE lessons and, when discussing issues related to RSE, treat others with respect and sensitivity.

11. RIGHT TO WITHDRAW

11.1. You cannot withdraw your child from Health Education or Relationships Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. However, if you do not want your child to take part in the sex education lessons delivered in PSHE lessons, you can ask that they are withdrawn. The Headmaster will consider this request and discuss it with you, and will grant this in all but exceptional circumstances.

11.2. Where pupils are withdrawn from sex education lessons, we are required to document the process and will ensure that your child receives appropriate, purposeful education during the period of withdrawal. Parents wishing to see more details of the relationships and sex education materials and curriculum should contact the Head of PSHE.

12. Version control

Date of adoption of this policy	1 April 2024
Date of last review of this policy	April 2024
Date of parent consultation (face-to-face and survey)	June 2024
PSHE Student survey	June 2024
Date for next review of this policy	September 2024
Policy owner	Anna Hutchings Head of PSHE
Authorised by	Roger Wood, Deputy Head (Pastoral) Benji McNair-Scott On behalf of the Board of Governors