

# Habs

HABERDASHERS'  
GIRLS' SCHOOL

## Relationships and Sex Education Policy

Habs Girls' Junior and Senior School

Regulation	ISSR: 2
Approval Committee	TLC
Last Review	Spring 2024
Next Review	Spring 2025

1	Related Information.....	3
1.1	Statutory Guidance .....	3
1.2	Supporting Documents .....	3
1.3	Terminology.....	4
2	Definition of Relationships and Sex Education (RSE) .....	4
3	Background.....	5
4	Aim .....	5
5	Equality of Opportunity.....	6
6	Scope and Responsibilities .....	6
7	Delivery of RSE.....	6
7.1	Junior School.....	7
7.1.1	Science.....	7
7.1.2	PSHE.....	8
7.2	Senior School .....	9
7.2.1	Biology Department .....	9
7.2.2	PSHE Department .....	10
8	Monitoring and Evaluation.....	13
8.1	Delivery, Monitoring and Evaluation.....	13
8.2	Areas for Assessment.....	13
9	Parents' Right to Withdraw their Child.....	14
9.1	Junior School.....	14
9.2	Senior School .....	14
	Appendix A: .....	15
	Useful websites .....	15
	Relationships and Sex Education (RSE) (Secondary) .....	15
	Relationships education (Primary) Updated 9 July 2020 .....	15
	Physical health and mental wellbeing (Primary and secondary) Updated 9 July 2020.....	15

# 1 Related Information

This statutory policy has been reviewed in accordance with the following guidance:

## 1.1 Statutory Guidance

2A(1) The standard in this paragraph is met if the proprietor—

2A(1)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education

2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2)

2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools

2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b)

2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and

2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.

2A(2)(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.

2A(3) Sub-paragraph (1)(a) and (c) do not apply to a pupil who is under compulsory school age.

[Evaluating section three of the framework: Pupils' physical and mental health and emotional wellbeing \(page 37 of ISI Handbook\):](#)

- *documentary evidence, scrutiny of pupils' work and discussions with leaders and pupils to evaluate whether the school has appropriate provision for Relationships Education and Relationships and Sex Education (RSE), including that the school has consulted parents about its policy and has trained staff so that they are confident to deliver a well-planned and assessed RSE curriculum, including to pupils with SEND.*

## 1.2 Supporting Documents

The following related information is referred to in this policy:

Curriculum Policy
The Education Act 1966
Equal Opportunities Policy
Equality Act 2010
Individual Needs and SEND Policy
The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
PSHE Policy

### 1.3 Terminology

**Head** where not explicitly defined means the Headmistress of Haberdashers' Girls' School.

**Parents** includes one or both parents, a legal guardian, or education guardian.

**School** means Haberdashers' Girls' School, as now or in the future constituted (and any successor), part of Haberdashers' Aske's Elstree Schools Limited, the School Trustee of Haberdashers' Aske's Charity.

**Student** or **Students** means any student or students in the School at any age.

## 2 Definition of Relationships and Sex Education (RSE)

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision
- Be delivered by competent and confident educators
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

### **3 Background**

The information and values that the Students need to sustain healthy relationships in adult life will come primarily from their Parents and wider family. The School's RSE works in partnership with Parents, supporting the emotional development of the Students and helping them to prepare for fulfilled relationships based on the shared values of the School and community. The School is constantly evolving the programme with new resources and reaction to prominent issues like Covid-19 and mental health. Our ambition is to develop further our coverage of the requirements, as detailed in Appendix A.

A consultation on the new regulations regarding statutory topics and parental involvement was carried out in the Spring Term of 2023. A survey was emailed to all parents of Years 7-13 students with details of draft curriculum and age-appropriate delivery points. Parental response forms an important part of shaping delivery but does not amount to a power of veto over curriculum content. Parent information evenings are delivered online and supported by Tooled Up and Digital Parenting websites.

A student-voice focus on the PSHE department and provision of RSE and Mental Health Education led to a thorough review of RSE within the PSHE curriculum in 2021 and 2022. Responses to their needs has informed further provision. New RSE units in Middle School on consent (Lower 4/Year 7), Healthy Relationships (Upper 4/Year 8), Relationships and Identity (carousel in U4) and a new RSE carousel (in Lower 5/Year 9) have been created. External providers are engaged to deliver content on relationships, consent and contraception, pornography, sexism and misogyny, at appropriate levels in the school. Internal workshops using pastoral staff and form groups deliver content on expectations and personal safety.

### **4 Aim**

RSE is part of the overall development objectives of the School, and age appropriate teaching is embedded into different parts of the Junior and Senior school curriculum.

RSE will be taught sensitively and inclusively respecting the backgrounds and beliefs of students and parents, with mental wellbeing being central to these subjects.

The School's core aims are:

- To give young people the information they need to develop healthy, nurturing relationships of all kinds
- To provide Students with factually correct and up to date information regarding relationships and sex, covering contraception and sexual health
- To ensure Students have a clear understanding of the legal framework, particularly that of consent, sexting and pornography
- To provide Students with opportunities to develop the communication skills needed for fulfilled, happy relationships, especially the difference between healthy and unhealthy relationships
- To encourage Students to develop critical thinking and decision-making skills, so that they are able to negotiate the challenges of relationships
- To emphasise the importance of values within relationships, with reference to the School Values
- To understand the benefits of healthy relationships to their mental wellbeing and self-respect.

All the School's RSE is taught with the aim of being inclusive and non-judgemental, without discriminating against the Student's sexual orientation, religious beliefs and all other protected characteristics. This is in accordance with The Equality Act 2010. Lessons are taught with emphasis on confidentiality and handling controversial issues sensitively.

Secondary RSE should meet the needs of all students, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

## **5 Equality of Opportunity**

Under the provisions of the Equality Act, schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

The School will make reasonable adjustments to alleviate disadvantage, comply with the Special Educational Needs and Disability Code of Practice when planning the RSE curriculum and will fully integrate discussion of LGBTQ+ issues into all relevant parts of the broader RSE curriculum in a sensitive and age-appropriate manner.

## **6 Scope and Responsibilities**

The Teaching and Learning Committee (TLC) will review and approve this policy on an annual basis.

The Headmistress, working with the Head of the Junior School and the Deputy Head (Pastoral), is responsible for ensuring RSE is taught consistently across the School, and for managing requests to withdraw from non-statutory components of RSE.

The Head of PSHE and the Junior School PSHE subject leader are responsible for ensuring that all teachers who deliver RSE are appropriately trained.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of the Junior School, or the Deputy Head (Pastoral) and Head of PSHE in Senior School.

## **7 Delivery of RSE**

Relationships Education in Primary Schools – DfE Guidance 2019.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. RSE in Rainbow (the Early Years Foundation Stage - EYFS)

In Rainbow, PSHE is an integral part of the topic work covered throughout the entire year. The PSHE curriculum in Rainbow incorporates the RSE requirements. Within RSE sessions, children will be learning how to:

- Develop language and confidence to safeguard themselves
- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show the ability to follow instructions involving several ideas or actions
- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs
- Use the correct vocabulary for body parts and respecting and respecting their bodies
- Understanding appropriate and inappropriate touching.

Children in Rainbow are taught primarily through stories and through a variety of age-appropriate resources. However, it should be noted that RSE flows through daily life and learning through play. Teachers will respond to the immediate needs within the class as and when necessary.

## **7.1 Junior School**

In the Junior School, teachers set a group agreement or ground rules with students to ensure that an atmosphere is created where students feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher. Students will also be able to raise questions anonymously by the use of a PSHE question box in the classroom. Questions will be answered honestly and sensitively, appropriate to the age and maturity of the students. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community and help all students feel valued and included, regardless of their gender, ability, disability, experiences and family background.

The RSE programme in the Junior School is shared between the Science and PSHE lessons:

### **7.1.1 Science**

Year 5 Students are taught lifecycles, including human reproduction, genetics, pregnancy and puberty.

The delivery of RSE within the Science department is the responsibility of the Head of Science and Science teachers.

### **7.1.2 PSHE**

The planning and coordination of RSE is the responsibility of the PSHE subject leader in collaboration with the Deputy Head Academic and Deputy Head Pastoral. In the Junior School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 3 (Conception, birth).

RSE lessons are taught by the students' form teacher. Many of these lessons will cover skills that are important in developing healthy relationships.

Those that are particularly relevant to RSE are:

- Rainbow (EYFS) Friendships
- Being kind
- Being a good friend
- Body parts
- Consent
- Growing up
- Respecting our bodies
- Child on child abuse

Years 1 and 2:

- Being a Good Friend
- Feelings
- Growing Old
- Relationships
- Jealousy
- Changes
- Life cycles in Nature
- Changing me
- Boys' and Girls' Bodies
- Consent
- Child on Child Abuse

Year 3:

- Friends
- Feelings
- Conflict
- Considering Others
- Babies and How They Grow
- Outside Body Changes
- Inside Body Changes
- Family Stereotypes
- Consent



Year 4:

- Relationships: Changing Friendships
- Courtesy and Behaviour
- Resolving Conflict
- Disagreement
- Communication
- Anger Management
- Friendship and Disagreement
- Unique Me
- Having a Baby
- Girls and Puberty
- Accepting Change

Year 5:

- Getting Along with Others
- Rules & Relationships
- Sensitivity to Others
- What Makes a Good Friend
- Personal Hygiene
- Parts of the Body
- Self and Body Image
- Puberty for Boys
- Puberty for Girls
- Conception
- Consent

Year 6:

- Getting along with Others
- Friendship
- Groups and Gangs
- Peer Pressure
- Personal Hygiene
- Puberty & Emotions
- Physical Contact – Appropriate Behaviour
- How to Ask for Help
- Self and Body Image
- Babies – Conception to Birth
- Attraction
- Child on Child Abuse

## **7.2 Senior School**

RSE is taught jointly between the Biology and the PSHE Departments.

### **7.2.1 *Biology Department***

Year 7 Students are taught the basic structure and function of the reproductive systems, the changes to the body in puberty and the basic biological processes of reproduction and development.

Separate elements of the Year 7, 8 and 9 Student science curriculum deal with Health and Nutrition, the science relating to immunisation and vaccination, sleep, superbugs and viruses and micro-biology hygiene.

Year 9 Students are taught, in more detail, the structure and function of the reproductive systems, the role of hormones in human sexual development and the menstrual cycle, and the process of human development.

Years 10 and 11 science curriculum includes teaching about smoking and vaping, science relating to blood, organ and stem cell donation, chromosomes and inheritance of sex.

The delivery of science curriculum RSE within Biology lessons is carried out by specialist teachers and is the responsibility of the Head of Biology.

### **7.2.2 PSHE Department**

Students in years 7 to 11 receive between three and four single lessons a half term, totalling approximately 20-hour long PSHE Education lessons during the course of the year, delivered by form tutors. Related off timetable sessions are delivered on key topics.

Carousels in Upper 4/Year 8 and Lower 5/Year 9 include RSE focussed units on Diversity (approximately 1 hour on relationships) and Intimate Relationships (approximately 6 hours).

Many of these lessons and sessions will cover skills and values that are valuable in developing fulfilling relationships.

All resources are held centrally on the school network.

Years 12 and 13 have a separate fortnightly form time provision, delivered by tutors with the opportunity to explore topics looking beyond school. These can be student-led and extremely effective. The main delivery of RSE in Year 12 and 13 is through assemblies and external providers, for example Drugs ED UK, Gambling Awareness through EPIC Risk Ltd and The RAP Project on sexism and rape culture. Enrichment and Enhancement timetabled periods will include opportunities for speakers on RSE in future.

Those PSHE topics that are particularly relevant to RSE are as follows:

#### **Lower 4/Year 7:**

- Friendships
- Friendships with boys
- Online Safety
- Physical Development (puberty)
- Health and Hygiene
- Emotional Development
- Self Esteem
- Relationships, consent and reporting concerns
- Sessions delivered by external providers cover the following topics:
- Your Private Body
  - Being curious about bodies
  - Answering your brilliant questions
  - Where to get good answers
  - Breasts, Genitals & Correct Terminology
  - Body image & media pressure
  - What to do if you are worried?

- The Adolescent Body: Puberty
  - Responding to student questions
  - Puberty & Change – your questions answered
  - Period products, the environment & Menstrual Wellbeing
  - Male puberty explained
  - Looking after your private body
  - Touch & Pleasure
  - Who to ask for help...

#### **Upper 4/Year 8:**

- Body image, nutrition & eating disorders (carousel)
- Diversity (awareness of LGBTQ+ rights, relationship values and online)
- Healthy Relationships, including online and sexting
- FGM

#### **Lower 5/Year 9:**

- FGM
- School Values
- Drugs and Alcohol Awareness
- Self-Awareness
- Relationships Education
- Sex Education, consent, contraception, STIs, pornography (carousel)
- Managing change, including within families
- Mental health (on carousel), including self-harm and depression

#### **Middle 5/Year 10**

- Wellbeing and mental health – anxiety and fear, eating disorders, self-esteem, bereavement, stress
- Online communication
- Risk taking and drugs
- Fundamental British Values, focussed on the concepts of equality and justice
- Relationships and sex – sex, contraception, STIs

Middle 5/Year 10 receive four hour long sessions of RSE off timetable delivered by external specialists, which includes practical guidance on using contraception and covers the following topics.

- Equality 1 – Gender stereotypes in life
  - Reflecting on gender stereotypes in media
  - Advertising & Consumerism
  - Beauty & bodies
  - Invisible women and data gap
  - Gender pay gap/pleasure gap
  - Intersectionality & Everyday feminism
  - Disrupt your feed
  
- Equality 2 – Inequality and harm
  - Everyday Sexism
  - Upskirting
  - Public Sexual Harassment
  - Sexual Assault/Rape

- Responding to harmful behaviours
- Being an active bystander
- Role models and activists
  
- Intimate Relationships
  - Reproduction or Pleasure?
  - Understanding intimacy
  - Reality v. pornography
  - Becoming Sexually Active
  - Complex consent, Green Flags/Red Flags
  - Being a bystander/upstander

### **Upper 5/Year 11**

- Wellbeing and mental health
- Adulthood and the law - young people and the law, FGM, sexuality, gender identity. Exploitation, the criminal justice system in the UK, citizenship
- Management of risks - sexual health, pregnancy, drugs, spiking
- Current affairs - current affairs and the political landscape

Upper 5/Year 11 also take part in 2 hour long, externally run, RSE sessions covering the topics below:

- Freedom & Festivals
  - A strong focus on Fun, Freedom and safety at Festivals & Events
  - Adolescent Brain rewards systems
  - Risk & PFC
  - Illegal Substances including Cocaine, MDMA & Ketamine
  - Recent data around harms – mixing, strength, unknowns.
  - Harm Reduction including the ‘drug testing at festivals’ debate
  - How to ask for help if things go wrong
  - Tobacco, Vaping, Alcohol
  
- Spiking Deep Dive
  - What is spiking?
  - The Law
  - Why it’s been in the press recently?
  - The way in which spiking has been reported
  - Myth Busting & attitudes towards spiking
  - Student insights
  - What signs to look out for
  - A local response to spiking
  - Where and who to ask for help
  - Q&A session

### **Year 12**

- Consent Revisited (off timetable)
- Young Minds Mental Health
- Identity and Stigma
- Sexual Health
- Addiction

## **Year 13**

- Love Versus One Night Stands
- Sexual Health Services at University
- Young Adult Sexual Health

### **Keeping Your Body Safe & Sexual Health**

Year 12 and 13 Students discuss a series of issues in form time, revisiting consent and adult relationships with a view to the wider world beyond school, especially campus behaviour in preparation for university. These sessions are derived from the 'Your Journey of Life' scheme of work and resources. They attend presentations from external specialist speakers on topics such as sexual consent and pornography when part of the Enrichment and Enhancement curriculum.

Further details regarding RSE within the PSHE curriculum can be found in the PSHE department Handbook.

## **8 Monitoring and Evaluation**

The Head/Subject Leader of PSHE communicate with those delivering the RSE curriculum to discuss:

- The resources being used
- Their appropriateness and effectiveness
- The reaction of the Students to the lessons and materials
- The inclusion of new topics that may need to be covered.

The School invites Students to provide feedback via surveys and through the Student Voice discussions.

### **8.1 Delivery, Monitoring and Evaluation**

RSE is the responsibility of the Head of PSHE in the Senior School and the PSHE subject leader in the Junior School. Learning walks and observations and student feedback are employed across the year groups. Whole school inset training is used to provide training in the teaching of PSHE and RSE, to discuss the programme and any changes or new initiatives. Transition between Junior and Senior School is discussed by pastoral leadership, PSHE and Year Heads.

### **8.2 Areas for Assessment**

Students' knowledge and understanding is assessed through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about students' progress. This may include presentations, written evidence, group work, observations.

## **9 Parents' Right to Withdraw their Child**

### **9.1 Junior School**

Parents do not have the right to withdraw their children from Relationships Education, but parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

If Parents would like to withdraw their daughter from these lessons, they should make a written request to the Head of the Junior School. The Head of Junior School might wish to discuss the request with Parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. As per Government guidance for Primary Schools, the Head of Junior School will automatically grant a request to withdraw a Student from any sex education delivered in primary schools, other than as part of the science curriculum. In such instances, the School will provide appropriate, purposeful education during the period of withdrawal.

The School will continue to consult and engage with Parents and Students in the ongoing development of Relationships and Sex Education.

### **9.2 Senior School**

The School strives to make RSE appropriate to the age, background and beliefs of the Students. A letter to Year 7 parents is sent at the beginning of the academic year to outline the provision and parental rights. The School keeps Parents, in all age groups, up to date with the content of the RSE/PSHE programme through Parent talks and communication of provision. The School respects, however, that it is ultimately the responsibility of Parents to educate their children in a manner they deem appropriate. If Parents are concerned about any aspect of the PSHE programme, they should contact the Head of PSHE, to discuss how those concerns can be accommodated. The parental right to withdraw Students relates only to RSE lessons within the PSHE programme, not lessons taking place within the Biology or Science departments, since these are essential to the completion of the GCSE curriculum.

A parent or carer cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If parents do not want their child to take part in some or all the Sex Education lessons delivered at secondary level, they can ask that they are withdrawn by contacting the Head with a request.

The Head will consider this request and discuss it with the parent and will grant this in all but exceptional circumstances, up until three school terms before a Student turns 16. At this age, a Student can choose to receive Sex Education if they would like to, and the School should arrange for them to receive this teaching in one of those three terms (unless there are exceptional circumstances).

## **Appendix A:**

### **Useful websites**

#### **Relationships and Sex Education (RSE) (Secondary)**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

#### **Relationships education (Primary) Updated**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

#### **Physical health and mental wellbeing**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>