



CITY OF LONDON SCHOOL FOR GIRLS

RELATIONSHIPS AND SEX EDUCATION POLICY

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1. Introduction

City of London School for Girls is an academically selective, socially and culturally diverse school for girls from ages 7 – 18. The planning and delivery of Relationships and Sex Education (RSE) delivered at the school reflects and respects the cultural and social profile of the school community.

2. Rationale

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, and pupils receiving secondary education must be taught Relationships and Sex Education.

At City of London School for Girls, RSE forms part of the PSHCEE (Personal, Social, Health, Citizenship and Economic Education) programme for each Key Stage. Its primary concern is in the area of 'Personal Relationships and Sexual Health.' Included within this is the DfES circular definition, which states;

'lifelong learning is about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health...'

RSE also supports the delivery of the requirement of Section 1 of the Education Reform Act (1988) that the school curriculum should be one which:

'promotes moral, cultural, mental and physical development of the pupils at the school and of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life'

3. Safeguarding

RSE plays a vital part in meeting schools' safeguarding obligations. It is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships. The Department for Education's paper, The Importance of Teaching (2010), highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

The importance of teaching young people about consent is central to learning about healthy, equal and safe relationships and choices. In November 2013, the Office of the Children's Commissioner (OCC) completed an inquiry into child sexual exploitation (CSE) which has raised awareness of the prevalence of this issue and the urgent need to tackle it. The OCC inquiry showed that young people do not always recognise non-consensual sexual situations including rape. The inquiry confirmed the importance of good quality RSE, which addresses gender-based and power

inequalities, how these can lead to coercion and sexual violence, and the need for this to be taught in all schools as part of universal prevention.

Our curriculum therefore helps pupils understand on and offline safety (including sexting and pornography), consent, sexual violence, harassment and exploitation, and works in conjunction with the school's Safeguarding and Anti-bullying policies.

4. Objectives

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Through our delivery of RSE, we seek to provide pupils with an understanding that individuals are in charge of and responsible for their own bodies and that positive, nurturing environments are essential for the development of a good self-image and self-respect. We also look to encourage the acquisition of attitudes and skills that allow pupils to manage their relationships in a responsible and healthy manner and enables them to embody the school values of respect, resilience and resourcefulness. The main objectives of the RSE programme within CLSG are:

- To understand the biological aspects of reproduction
- To gain an insight into their physical, emotional and sexual self
- To recognise the importance of personal choice and the need to take responsibility for managing their relationships so that they do not present risks to health and personal safety
- To acknowledge the sensitivity of this area of development for all members of the school community and that there are differing stages of maturity and readiness within a year group and tutor group
- To become aware that feeling positive about sexuality and sexual activity is important in relationships and that they have the right not to be sexually active
- To promote the concept of a stable loving relationship as being the most appropriate situation for a sexual relationship.
- To enable students to develop a personal moral code (as reflected in the first definition above) so that they are able to critically analyse moral values and explore those held by a culturally diverse society and an understanding of the reasons for those views
- To recognise and discuss sensitive and controversial issues such as virginity, abortion and technological developments which involve consideration of attitudes, ethics, values, beliefs and morality
- To enable students to develop an understanding of and explore their feelings and relationships in order to promote self-knowledge, self-respect, self-esteem and respect for others
- To educate students about their legal rights and responsibilities relating to sexual behaviour, gender and equal opportunities and to make aware the availability of statutory and voluntary organisations which offer support in human relationships
- To promote equality of opportunity in accordance with the Equalities Act 2010, ensuring access for all groups, irrespective of race, sexual orientation, disability, gender reassignment or religion/belief.

5. Organisation, content and the use of external speakers

Within KS2, RSE is planned for and taught by the Prep staff. There is an annual meeting for parents with pupils in Year 4 to discuss the course content and its delivery before any information is disseminated to pupils.

Within the Senior School, aspects of RSE are taught across the school curriculum through Biology, Religion, Philosophy and Ethics and PSHCEE (See Appendix 1). The variety of experience contained within our teaching body is seen as a valuable resource for the delivery of RSE. The provision of RSE across the Key Stages is seen as progressive in terms of terminology, concepts and content, which increases in depth and complexity as pupils progress through the school.

Aspects of RSE delivered through the Senior School PSHCEE programme are the responsibility of the PSHCEE Coordinator. The coordinator provides schemes of work and outlines lesson plans for the tutors who deliver RSE to their form groups, supplemented by external speakers. External speakers undertake the delivery of some aspects of RSE, with tutors in attendance. This is organised by the coordinator. PSHCEE is a timetabled lesson which takes place once a week for 60 minutes. Assessment of pupils' progress and understanding of RSE learning objectives is undertaken by members of staff through its delivery as part of the PSHCEE programme and during pupil voice sessions as deemed appropriate.

In all sections of the school we will always endeavour to respond to any topical concerns which arise locally, nationally or globally e.g. problems associated with sexting and access to pornography by adapting our delivery of RSE lessons accordingly.

All members of staff involved in the delivery and oversight of RSE will receive support and appropriate training as required. The personal beliefs and attitudes of teachers will not influence the teaching of Relationships and Sex Education within the PSHCEE framework. All our resources are accredited by the PSHE Association and/or the Sex Education Forum, and we base our information about sexual health on advice given by the NHS.

6. Links with parents and carers

Details of the PSHCEE programme including RSE are published in the KS3 and KS4 Curriculum booklets. The PSHCEE Coordinator also writes to parents giving an overview of the PSHCEE curriculum for each term.

The prime responsibility for bringing up children rests with parents. CLSG recognises that parents are key figures in supporting their daughters to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The RSE programme offered by CLSG is seen to work in tandem with the role played by parents.

7. Withdrawal

Parents have 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 National Curriculum Science. Parents cannot withdraw their child from the Relationships Education element of Relationships and Sex Education

It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this programme. This right is clearly stated in the school's prospectus. In this case, such parents should write to the Headmistress, stating their objections. The Headmistress will then invite parents for a discussion, and once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child.

At the point where a child turns 16 years old, if a child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education.

The biological element of reproduction remains within National Curriculum Science for Key Stage 2 and 3, and is covered in detail as part of the GCSE course.

8. Confidentiality

All staff especially tutors and Heads of Section offer pupil support. The school also provides confidential services through the school counsellors and the school nurse.

From the outset, pupils are made aware that the school has statutory responsibilities and therefore staff may have to disclose certain matters. The DSL is responsible for reporting, where necessary, to Social Services and other bodies, where child protection issues arise. All adults will adhere to agreed procedures for the following circumstances:

1. Disclosure or suspicion of possible abuse; the school's Child Protection procedures will be invoked.
2. Disclosure of pregnancy or seeking advice about contraception; within the government guidelines and with the help of health professionals.

Pupils should always be encouraged to tell their parents.

9. Monitoring and review

The RSE Policy will be reviewed every 5 years, or earlier, as required by legislation or in response to guidance. The Deputy Heads, the Head of Prep, Heads of Section, PSHCEE, Science and RPE Departments will monitor the RSE programme. Pupils have the right, as provided for by Article 12 of the United Nations Convention on the Rights of the Child, to contribute in a meaningful way to the development and review of a RSE policy and programme. Within the school, pupils are

routinely consulted about the RSE policy, its implementation and how well their needs are being met.

10. Dissemination of this policy

Details of this policy will be available on the school's website. This policy links with those on Anti-Bullying, Equal Opportunities and Child Protection and with the statutory statement on confidentiality in dealing with pupils.

Appendix 1: Delivery of RSE

The PSHCEE Programme

It is important that Relationships and Sex Education be taught as part of PSHCEE which develops essential skills and attributes, such as self-esteem, managing risk and resisting peer pressure which pupils can apply to a range of areas; and which addresses related factors such as alcohol and drugs, media literacy, and equality and prejudice. It is therefore recognised as best practice for RSE to be taught as part of a broader PSHCEE curriculum, to help pupils to develop the skills, knowledge and personal attributes they need to manage their lives and is endorsed by leading RSE bodies.

Key Stage 2

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.

Families and People Who Care for Me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring Friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful Relationships

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online Relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

- how information and data is shared and used online

Being Safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Key Stages 3, 4, and 5

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary school.

Families

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in

others' relationships), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships, this includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and Media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online

- the impact of viewing harmful content
- that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

Being Safe

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online

Intimate and Sexual Relationships, including Sexual Health

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing

- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Appendix 2: Useful Web Addresses

The Sex Education Forum www.sexeducationforum.org.uk

Brook www.brook.org.uk

Family Planning Association www.fpa.org.uk

NHS Choices: Sex and Young People www.nhs.uk/livewell/