



## CITY OF LONDON SCHOOL FOR GIRLS

### RELATIONSHIPS AND SEX EDUCATION POLICY

#### **Addendum (from September 2023)**

From September 2023 all Year 5 and Year pupils on roll at City of London School for Girls (CLSG) will be educated at City Junior School (CJS). They remain pupils of CLSG and will still be subject to all CLSG policies and procedures and will be expected to live out the values of CLSG. However, whilst on site at CJS, they will also be expected to adhere to CJS policies and procedures where relevant.

Policy last reviewed by:	Susannah Gilham
Date policy last reviewed:	January 2023
Approved by:	Board of Governors
Date approved:	6 <sup>th</sup> March 2023
Next policy review due:	March 2024

This policy should be read in conjunction with the school's:

Anti-bullying Policy

Safeguarding and Child Protection Policy

Pupil Equal Opportunities Policy

PSHCEE Policy

Online digital and eSafety Policy

## 1. Introduction

City of London School for Girls is an academically selective, socially and culturally diverse school for girls from ages 11 – 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 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 (RSE).

At CLSG, RSE forms part of the Personal, Social, Health, Citizenship and Economic Education (PSHCEE) 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. Young people do not always recognise non-consensual sexual situations including rape or gender-based and power inequalities and how these can lead to coercion and sexual violence.

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 Child Protection policy and Anti-bullying policy.

## **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 pupils to develop a personal moral code (as reflected in the DfE 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 pupils to develop an understanding and exploration of their feelings and relationships in order to promote self-knowledge, self-respect, self-esteem and respect for others
- To educate pupils about their legal rights and responsibilities relating to sexual behaviour, gender and equal opportunities and to make them aware of 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, assessment and monitoring**

At CLSG, 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 Head of PSHCEE. The Head of PSHCEE 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. External speakers are experts in their fields and provide guidance to the school including advice on appropriate content and delivery points.

PSHCEE is a timetabled lesson which takes place once a week for 60 minutes. This is protected time when other school events and trips would only be approved in exceptional circumstances. As for all lessons, attendance is expected for all pupils unless formally withdrawn.

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. Lessons include the use of quizzes, tasks and surveys to assess understanding and evaluate the quality of understanding and delivery of subject matter.

In addition to pupil surveys, the quality and suitability of content is assessed and monitored through teacher feedback, benchmarking with other London schools including City of London School and through the advice of external providers including The School of Sexuality. Adjustments are regularly made in response. Members of Senior Management Team (SMT) and Heads of Year regularly attend, monitor and feedback on sessions.

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. Detailed lesson plans and materials along with resources are provided. Development of PSHCEE teaching skills forms part of the training programme for Early Careers Teachers (ECTs) who regularly observe and are observed teaching PSHCEE lessons. 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. Reporting and links with parents and carers**

Details of the PSHCEE programme including RSE are published in the KS3 and KS4 Curriculum booklets. Details of the location of these policies is also provided in the Parents' Handbook.

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.

The school has a statutory obligation to consult with parents of pupils before making or revising this policy.

When reviewing our RSE policy we offer a consultation with parents which allows them to hear about what we teach within the RSE curriculum and for them to offer their feedback. Feedback from the May 2021 consultation with parents has been used in developing the RSE programme. Parental consultation for any changes to the September 2023 programme will take place in June 2023.

Parents are provided with feedback on their child's progress through annual reporting.

## **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.

Parents have a right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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 Designated Safeguarding Lead (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 in the following circumstances:

1. Disclosure or suspicion of possible abuse; the school's Safeguarding and 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 year, or earlier, as required by legislation or in response to guidance. The Deputy Heads, 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.

# **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..

## **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/civil partnership is, including their legal status – for example, that marriage/civil partnership 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
- 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 discussions 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/civil partnership
- 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](http://www.sexeducationforum.org.uk)

Brook

[www.brook.org.uk](http://www.brook.org.uk)

Family Planning Association

[www.fpa.org.uk](http://www.fpa.org.uk)

NHS Choices: Sex and Young People

[www.nhs.uk/livewell/](http://www.nhs.uk/livewell/)