

RELATIONSHIP AND SEX AND HEALTH EDUCATION POLICY

Scope

This policy applies to the John Lyon School and Quinton Hall School – the John Lyon Prep School. All references to ‘the School’ refer to both the Senior and Prep schools except where otherwise specified.

Introduction

RSHE is taught according to the specifications as outlined by the government and is divided into topics taught at Prep and Senior School. Statutory guidance by the Department for Education stipulates that Primary School tuition should focus on Relationships. Specifically, the Department for Education specifies that it is “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”. Whilst in secondary education, tuition is extended and developed on those topics previously mentioned and to these are added different aspects of intimate relationships and sex education. Further particulars of each are included in the policy document.

Aims

Relationship, Sex and Health Education (RSHE) is an integral part of the Personal, Social, Citizenship and Health Education (PSCHE) programme of education at John Lyon. The ultimate aim of RSHE as pupils’ journey from EYFS to the end of secondary education is to give them the information and values they need to help them develop healthy relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship (heterosexual, homosexual, bisexual etc).¹ It should also cover contraception, developing intimate relationships and both not applying pressure on another person to have sex and resisting pressure to have unwanted sex. It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, help identify when relationships are not right and understand how such situations can be managed. Finally, pupils will look at how to deal with the end of a relationship and how to manage this.

¹ Para 69, Department for Education statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2020: retrieved 28/06/21:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

In addition, the School aims to:

- Develop a culture in which pupils can ask questions and reflect on their feelings and thoughts about RSHE topics;
- Educate pupils about different types of relationships and the need for respect in all types of healthy relationships;
- Ensure pupils understand the indicators of healthy and unhealthy relationships and how to raise any concerns that they may have regarding their own or someone else's relationship;
- Educate pupils about the nature of sexual orientation, sexual identity and gender;
- Develop in pupils a clear understanding of consent, including how to give, withdraw, ask for and recognise consent in their own relationships and in the relationships of others;
- Ensure pupils understand the physical and emotional implications of a sexual relationship as well as a clear understanding of sexual and reproductive biology;
- Ensure pupils understand the different risks associated with different types of sexual activity and how to engage in sexual activity safely;
- Educate pupils about building successful and safe relationships, including online;
- Build a culture where misogyny, sexism, homophobia, sexual harassment including child-on-child sexual abuse and sexual violence are not tolerated.

The Policy

This policy has been written with reference to the 1988 Education Reform Act; the Children's Act 1989; the Education Act 1993; the 1996 Education Act; the MEE's guidance for Sex and Relationship Education 2000; Relationships Education and RSE and Health Education 2020; and Keeping Children Safe in Education (KCSIE) 2022. Additionally, the policy acts in conjunction with the following School policies which include, but are not exclusive to: Anti-Bullying Policy; Safeguarding and Child Protection Policy; Curriculum Policy; Special Education Needs and Disability Policy; SMSC Policy. The policy is reviewed annually.

Equality

All pupils are given equal access to our RSHE programme. In accordance with the Equality Act 2010, the RSHE programme ensures that pupils are not discriminated against because of their protected characteristics (sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, or sexual orientation).

The School will ensure that the delivery of RSHE is sensitive and age appropriate in content. The RSHE programme will include sensitive and balanced consideration of sexuality, always taking into account the needs of pupils who identify as LGBTQ+.

Our school community is multi-cultural with a wide ethnic and religious mix. Our RSHE programme takes this into consideration, ensuring that delivery of content and resources are accessible to all. RSHE resources are shared with the Learning Support Department to ensure that they are accessible to SEND pupils.

Partnership with Parents

The School believes that the prime responsibility for bringing up children rests with parents, with the School supporting where possible. Parents are the key figures in guiding their children to cope with the emotional, physical and psychological aspects of growing up and in preparing them for the challenges, responsibilities and fulfilment which sexual maturity brings. Through its RSHE programme the School has a role complementary and supportive to that of parents. The School actively welcomes the contribution of parental views about the content of the RSHE programme and the nature of its delivery. The School ensures a close partnership with parents by:

1. Updating parents regularly on topics covered in the RSHE programme, enabling parents to discuss with their child key issues related to RSHE, promoting collaboration;
2. Consulting regularly with parents regarding the School's RSHE policy and provision. The school consulted with parents when first preparing the policy. The policy is regularly reviewed and the School will update parents when any changes are made to the policy.

In accordance with Section 241 of The Education Act 1993, parents have the right to withdraw their children from some or all of the sex education as delivered as part of the statutory RSHE programme, other than the areas required by the curriculum for Science subjects. It is the hope and expectation of the School that all pupils would take part in the full programme. The School is happy to discuss parental concerns about any part of the programme and to provide support material where necessary. Where parents wish to withdraw their child from some or all aspects of the School's sex education, parents would need to contact either the Senior school's Dillon Diploma (PSCHE) Coordinator, Mr Andrew Furniss (AJF@johnlyon.org) or the Prep School's PSCHE Coordinator, Mr Ben Hemmings (BJH@johnlyon.org). Any request will be discussed with parents and, where appropriate, the child to ensure their concerns are understood and to clarify the content, nature and purpose of our sex education. The School will respect parental requests to withdraw their child, except in exceptional circumstances, up to and until three terms before the child turns 16.

Delivery within the Curriculum

The curriculum in the School is taught in different ways depending on the age group. In the Prep School where the main focus is based on relationships, children use the RSHE curriculum provided by Jigsaw. RSHE is covered in one half term as one of six modules in the carousel of general topics that form each year group. In EYFS, RSHE is taught as part of the Jigsaw Genie program and PSCHE lessons; Form Tutors in the Prep School deliver lessons in form time each week on topics related to relationships, with topics relating to sex education being taught to children in Years 5 and 6. Children in Years 5 and 6 are also taught RSHE in their Science lessons during the Summer Term. Topics taught in the Prep School can be found in Appendix 1.

In Years 7 to 11, the School's RSHE programme is integrated into the PSCHE programme. PSCHE topics are taught weekly according to the scheme of work. Pupils regularly receive an assembly from the Head of Year on the set topic for the week. The topic is then further explored and discussed in greater detail with the form tutor in at least two morning tutor periods each week. In Years 7-9, PSCHE is supplemented with some 40 minute lessons in the Co-Curricular Programme every other Friday afternoon with the aim of investigating a topic in greater detail through discussion.

The Sixth Form study topics relating to RSHE in the second half of the Autumn term. Like Years 7-11, these topics are covered in morning tutor periods. The Lower Sixth also benefit from RSHE sessions as part of the Co-Curricular Programme, in the second half of the Summer term. RSHE topics covered in Years 7 to 11 can be found in Appendix 2, and topics covered in the Sixth Form can be found in Appendix 3.

Content covered in Biology lessons includes but is not exclusive to:

- Reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause;
- Sexually transmitted diseases;
- Pregnancy;
- Puberty, the changing adolescent body and menstrual wellbeing;
- Physical changes in males and females, and the implications for emotional and physical health.

In addition, in Biology, some topics including the effects of alcohol, drugs may be referenced when the lessons concerning the liver are taught. In lessons relating to reproduction, discussions on contraception, adoption, In vitro fertilisation (IVF) or other fertility treatments occur but at the discretion of the teacher.

The School Nurses contribute to the RSHE programme by delivering talks to whole year groups and individual tutor groups, depending on the topic. In addition, the School Nurses can provide free contraception and sexual health tests upon reasonable request.

RSHE Talks for Years 7-11 are organised by the PSCHE Coordinator as part of the PSCHE programme. In addition to the School Nurses, outside agencies, such as the Metropolitan Police, may be used to provide a different perspective on certain topics of RSHE as appropriate. RSHE talks for the Sixth Form are organised by the Head of Sixth Form and delivered as part of the Goldhawk Lecture Series and/or as part of the School's Co-Curricular Programme.

Safeguarding, Reports of Abuse and Confidentiality

Since topics in the RSHE curriculum are sensitive, a safe learning environment will be provided for teachers to educate pupils. Ground rules will be established for both pupils and teachers for sensitive topics, to enable healthy discussion. RSHE at School will allow and encourage all pupils to talk to a trusted adult regarding all aspects of RSHE. Where appropriate, pupils will receive signposting to staff or outside agencies for certain topics.

Due to the nature of the topics covered, confidentiality will come into focus when discussions arise. Staff will manage an appropriate level of confidentiality, ensuring that the child's best interests are maintained without promising absolute confidentiality. If a child protection issue is raised, staff will follow the School's Safeguarding Policy. The Designated Safeguarding Lead will liaise with outside agencies, including the Police, where necessary.

Procedures for Monitoring, Reporting and Evaluation

In the Prep School, the RSHE Coordinator is responsible for the RSHE programme, which is integrated and delivered via the PSCHE programme by EYFS staff, tutors and the RSHE Coordinator. The Deputy Head is responsible for ensuring the RSHE policy operates in everyday practice in the

Prep School. The PSCHE Coordinator and RSHE Coordinator will regularly review the curriculum in consultation with the Deputy Head.

In the Senior School, the Dillon Diploma Coordinator and Head of Sixth Form are responsible for the RSHE programme, which is integrated and delivered via the PSCHE programme by tutors and Heads of Year. The Assistant Head (Pastoral) is responsible for ensuring that the RSHE policy operates in everyday practice in the Senior School. The Dillon Diploma Coordinator and Head of Sixth Form will regularly review the curriculum in consultation with the Assistant Head (Pastoral).

In the Prep School, pupils will have opportunities to regularly reflect on their learning in lessons, specifically in class discussion and Q&A sessions. Children in the Prep School are also assessed in RSHE. They are assessed in different ways depending on the age group; children up to Year 2 complete weekly written tasks in the Summer Term, with children in Years 3 and above undergoing regular self-assessment in the Summer Term.

In the Senior School, as per the PSCHE curriculum, pupils will have opportunities to regularly reflect on their learning. Since RSHE is integrated into the PSCHE curriculum pupils will reflect on RSHE topics when they are taught, according to the Scheme of Work. All reflections are recorded in pupils' individual OneNote notebooks. In Years 7-Upper Sixth, this is recorded in a reflection document that forms part of either their Dillon Diploma (Years 7-9), Williams Journal (Year 10-11) or Goldhawk Diploma (Lower & Upper Sixth). They are designed to develop learning in a number of different fields including PSCHE and RSHE. To supplement this, pupils in Years 7-Upper Sixth are regularly assessed in RSHE.

In the Prep School, the delivery of the RSHE programme is monitored and evaluated regularly by the PSCHE Coordinator in conjunction with the RSHE Coordinator and Deputy Head, through learning walks and staff and parent feedback. Staff regularly review and evaluate their teaching on the School's Medium-Term Plan.

In the Senior School, the delivery of the RSHE programme is monitored and evaluated regularly by the Dillon Diploma Coordinator in conjunction with the School's Heads of Year, Heads of Section and Assistant Head (Pastoral), through learning walks, tutor observations, pupil voice surveys, and staff and parent feedback.

Reviewed by: Assistant Head (Pastoral)
Implemented: Sept 22
Next Review: Sept 23

Appendix 1 – RSHE Programme, EYFS – Year 6

EYFS – Year 2

Children start to explore RSHE by looking at the relationships they have with their family and friends. We talk about how to build successfully relationships where we are kind, where we share and where we show respect. We also learn about our bodies and how to keep them safe. We start the Autumn Term by learning about ourselves, our environment, our likes and dislikes and our families. This encourages the children to think about similarities and differences and the importance of respecting those around us. We learn about the NSPCC PANTS rule and the importance of staying safe. We learn that what parts of our body are private and the importance of speaking to someone we trust if we ever feel uncomfortable. During the Summer Term we use the Jigsaw PSCHE programme to specifically learn about ‘Relationships’ and ‘Changing Me’. During these topics we focus on our family, friends, bullying, our bodies and how to respect them, growing up and growth and change. Throughout the year we read relevant stories and address any issues that arise in relation to RSHE.

Years 3 & 4

Children learn about RSHE through the Jigsaw program in the summer term under the headings ‘Relationships’ and ‘Changing Me’.

In Year 3, children discuss the rights and responsibilities and expectations of males and females. They learn about how babies grow and understand the changes from conception and empathise with baby humans and animals. They are taught what a baby needs to thrive and that boys and girls bodies change over time. They also explore male and female stereotypes within the family unit.

In Year 4, children learn about relationships and the concept of losing somebody close to them or when families lose a cherished pet. They also learn that some of their characteristics have been inherited from their parents and that a father’s sperm and mother’s egg create life and that they are unique. They label internal and external body parts and know that having a baby is a personal choice of an adult. Other lessons include puberty in girls which is part of maturing to have a baby and called menstruation, a natural change. They also discuss life cycles and how they can prepare for change.

Years 5 & 6

The following topics are covered:

- Healthy relationships;
- Family roles and responsibilities;
- Relationships with others;
- Self-image;
- Changing physically, including puberty;
- Looking ahead, including transitioning to secondary school;
- Menstruation;
- Stages of a baby’s growth and pregnancy;
- Feelings as a teenager.

Appendix 2 – Years 7-11 RSHE programme

Throughout Years 7-11, a John Lyon pupil will cover a broad range of topics including, but not limited to, the following:

- 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 e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have been 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;
- 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;
- The characteristics of positive and healthy friendships (in all contexts, including online) including: 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 (e.g. how they might normalise non-consensual behaviour or encourage prejudice);
- That in school and in wider society people can be expected 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 peoples' 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;
- Peoples' rights, responsibilities and opportunities, including that the same expectations of behaviour apply in all contexts, including online;
- 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 e.g. 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;
- The concepts of, and laws, relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence (HBV) and female genital mutilation (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 context, including online);
- How to recognise the characteristics and positive aspects of healthy 1-2-1 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, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing;
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others;
- That people have a choice to delay sex or to enjoy intimacy without sex;
- The facts about the full range of contraceptive choices, and their relative efficacy;
- 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 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.

Appendix 3 – Sixth Form RSHE programme

Throughout Sixth Form a John Lyon pupil will cover a broad range of topics including, but not limited to, the following:

- 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;
- The characteristics of positive and healthy friendships (in all contexts, including online) including: 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;
- 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;
- That specifically sexually explicit material e.g. 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;
- The concepts of, and laws, relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence (HBV) and female genital mutilation (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);
- How to recognise the characteristics and positive aspects of healthy 1-2-1 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 made in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing;
- The facts about the full range of contraceptive choices, and their relative efficacy;
- 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 use or abuse 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.