



## **Relationships Education and Relationships and Sex Education Policy**

### **Introduction**

This policy sets out the approach to Relationships and Sex Education as will be delivered to pupils at Westfield School. Personal, Social, Health and Economic Education (PSHEE) and Science/Biology lessons provide the main information for sex education. This policy is reviewed annually.

### **Definition**

We define relationships education as learning about the emotional, physical, social, legal and cultural aspects of the development of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. We take the approach that Relationships and Sex Education are best approached in an integrated way and using a framework of gender equity and human rights.

- Relationships Education and RSE involve a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

### **Objectives**

- To provide Relationships Education for every registered pupil in the school
- To provide Relationships and Sex Education (including education about HIV and AIDS and other sexually transmitted diseases) for all registered pupils in Senior House (except in so far as the pupil is excused) – according to the 1993, 1996 and 2002 Education Act and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- To encourage responsible behaviour in relation to sexuality, through the development of personal and interpersonal skills, having regard to moral and legal considerations
- To help pupils make informed choices, establish a healthy lifestyle and build up a system of values in preparation for adult life
- To help younger pupils (particularly in Junior House) understand and cope with the physical and emotional changes encountered at puberty

The interests of the student will be paramount in all Relationships and Sex Education.

### **Aims**

- To encourage self-esteem.
- To help pupils reflect upon the importance of dignity and self-respect.
- To encourage respect and consideration for others.
- To provide support and information for young people.
- To provide clear and factual information about the processes of biological development and the functions of the human body.
- To provide factual information about contraception, and the range of local and national sexual health advice, contraception and support services.
- To help pupils to develop a sense of responsibility.
- To enable the pupils to recognise the physical, emotional and moral implications of certain types of behaviour and to assess the risk involved in such behaviour.

### **Moral and Values Framework**

Where Relationships and Sex Education is given to pupils at the school it will be given in such a manner as to encourage a due regard to moral consideration and the value of family life, tailored to the age and understanding of the pupils.

### **Organisation of Relationships and Sex Education**

Relationships and Sex Education is delivered as a component of several courses within the school and is not treated as a separate subject.

The programme of teaching starts in Year 4, with re-visiting of some topics for emphasis.

Further details on specific content may be found in the PSHEE Schemes of Work.

Guidelines for staff on confidentiality and handling of sensitive and controversial issues may be found in the Safeguarding Policy.

This policy was circulated to parents for consultation before implementation. It will be reviewed annually by the start of the autumn term by the Head of PSHEE and the Head of Junior House Faculty before any amendments necessary are sent to parents for comment before final approval by the Deputy Head and implementation.

Relationships Education, RSE and Health Education will be made accessible to all pupils. High quality teaching that is differentiated and personalised will be the starting point in order to ensure that all pupils, including those with SEND, are able to fully access the programme. Westfield notes that some pupils are more at risk from exploitation, bullying and other issues due to the nature of their SEND. Such factors have been taken into account when designing and teaching these subjects.

### **Junior House**

Relationships and Sex and Relationships education includes:

Content	Delivered in
Children learn to be strong and independent through relationships, forming positive attachments to adults and friendships with peers. Children talk about and show an understanding of their own feelings and those of others, and they begin to regulate their behaviour accordingly. They show sensitivity to their own needs and those of others and begin to understand the need for rules. Children talk about the lives of people around them and their roles in society and know some similarities between different religious and cultural communities.	BrightStart EY and Reception
Keeping clean, growing and changing, families and care; making friends, anti-bullying, feeling loved and cared for, managing uncomfortable feelings, dealing with worries, supporting each other	BrightStart Year 1
Difference between boys and girls, differences between males and females, naming body parts; anti-bullying, people who help us, feeling lonely, different kinds of families	BrightStart Year 2
Differences between males and females, personal space, family differences; the importance of friends, anti-bullying, e-safety, hiding and showing feelings, standing up for myself, managing uncomfortable feelings, dealing with worries, supporting each other	Prep Year 3
Growing and changing, body changes and reproduction, what is puberty. Similarities and differences between people, living and working cooperatively, challenging prejudice, gender stereotypes	Prep Year 4
Puberty, male and female changes, puberty and hygiene. Different types of friends, conflict resolution, differences of opinion, being assertive, anti-bullying, managing feelings, supporting each other, anti-social behaviour,	Prep Year 5
Puberty and reproduction, relationships and reproduction, conception and pregnancy, being a parent. Anti-bullying, different types of relationships, stereotyping and judgement, put downs and conflict, ending friendships and forgiveness	Prep Year 6

The structure and content of all teaching will have regards to the Equality Act 2010

Parents do not have the right to withdraw their daughters from Relationships Education as it is a compulsory element of the curriculum. The sex education taught in Junior House is that which is

covered in the Science and Health Education curriculum where children learn about the main external body parts and changes to the human body as it grows from birth to old age, including puberty and menstruation; this content is statutory so there is no right of withdrawal.

Relationship Education is coordinated by the PSHE Co-ordinator and delivered by class teachers through planned aspects within the Science, PSHE, PE and Religious Studies curricula, though moral and ethical issues may be addressed when they arise from apparently unrelated topics. The PSHE lead teacher in Junior House takes responsibility for co-ordinating the approach and ensuring that the content is covered appropriately and this is monitored by the Head of the Junior House faculty. The teaching of PSHE/RSE takes place within individual year groups in Junior House.

Since Relationship Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### Senior House

Relationships and Sex Education (RSE) includes:

Content	Delivered in
Diversity, prejudice, and bullying; Self-worth, romance and friendships (including online) and relationship boundaries; reproductive systems in animals (and plants)	Upper 3
Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia; Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Lower 4
Families and parenting, healthy relationships, conflict resolution, and relationship changes	Upper 4
Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography; Communities, belonging and challenging extremism	Lower 5
Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse; Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Upper 5
Continuation of all previous teaching and discussions with particular regard to transition to independent living post 18: maintaining safe and healthy relationships online and in reality and where to find help if necessary	Sixth Form

The structure and content of all teaching will have regards to the Equality Act 2010

Under the Department for Education statutory guidance 2018, parents / carers have the right to request withdrawal of their daughter from non-statutory RSE that is not part of the National Curriculum by writing to the Headmaster explaining which elements of the curriculum they wish to withdraw their daughter from. The Headmaster will usually discuss this request with the parents. A pupil is excused from RSE until the parental request for this to happen is withdrawn, unless or to the extent that the Headmaster considers that the pupil should not be so excused. The child can opt themselves in to receive RSE when they reach three terms before their 16th birthday.

In Senior House, RSE is covered in both Biology and PSHE lessons. It is the responsibility of the PSHE lead to coordinate the programme and this is overseen by the Deputy Head. Most PSHE is taught by the PSHE lead but other staff may be asked to deliver RSE, in accordance with statutory guidelines and the School's policy and curriculum.