



## Northbourne Park School

### Sex and Relationships Education Policy

Author	Issue date	Review date	Purpose	Scope	Agreed by
DH	Sept 2019	Sept 2020	Academic	SRE Teachers	HM
DH	Sept 2020	Sept 2021	Academic/ Safeguarding	SRE Teachers	HM
DH	April 2021	April 2021	Academic/ Safeguarding	SRE Teachers	HM
DH	April 2022	April 2023	Academic/ Safeguarding	SRE Teachers	HM

#### Policy Statement

This policy applies to all members of our school community, including boarders and those in our Pre Prep and Prep School setting. Northbourne Park School is fully committed to ensuring that the application of this Relationships and Sex Education (RSE) policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Northbourne Park School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the Deputy Head and should be read in conjunction with the following documents:

- Safeguarding (Child Protection) Policy
- Personal, Social and Health Education (PSHE) and Spiritual, Moral, Social and Cultural Development (SMSC) policies
- Anti-Bullying Policy
- Equal Opportunities Policy.

This document is reviewed annually by the Deputy Head or as events or legislation change requires.

#### Rationale and Ethos

High-quality, evidence-based and age-appropriate teaching of Relationships, Relationships and Sex and Health Education can help prepare pupils for the opportunities, responsibilities and experiences

of adult life, both in the real world and online. The aim of Relationships, Relationships and Sex Education and Health Education is to give children and young people the skills, knowledge and understanding that they will need in order to make responsible decisions about their life, to learn to respect themselves and others, and to move with confidence from childhood into adolescence and adulthood. It is centrally concerned with supporting children and young people through their physical, emotional and moral development, helping to ensure they develop resilience, know how and when to ask for help, and know where to access support. At Northbourne Park School, we see RSE as just one part of a lifelong process of learning about relationships, emotions, sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Our overarching aim in RSE is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Our teaching of RSE 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. We aim to teach what is acceptable and unacceptable behaviour in relationships, to help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

### **Teaching, Curriculum and Delivery**

The topics covered within the RSE curriculum are wide-ranging and at times there may be understandable and legitimate areas of contention. This policy is designed to outline the purpose and content of RSE, whilst ensuring that all of the compulsory subject content is age and developmentally appropriate. We aim to teach RSE sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law and the legal implications of their actions. All topics will be delivered in a non-judgemental, factual way and allow scope for students to ask questions in a safe environment. The curriculum addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This is informed by pupils' voice and in response to issues as they arise in the school and the wider community. RSE at Northbourne Park is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. Through our PSHE programme we aim to foster the personal, moral, spiritual, social and cultural development of our students, as well as helping to enhance their ability to cope with life and its modern demands. We aim to encourage our students to become kinder, more confident, more thoughtful and more responsible citizens in the communities in which they live and work.

### **Responsibilities**

RSE will be delivered primarily by form teachers/tutors and selected staff members such as the School Matron and the Science teacher. A significant amount of RSE content is taught by the Science department as part of the science curriculum and the School may also invite in appropriate experts to teach specific topics within the RSE programme. We recognise that parents and/or carers play a key role in teaching their children about relationships and sex. The school aims to work with partners and carers to support them in preparing their children for happy and fulfilled relationships in adult life.

## **Equality**

Schools are required to comply with relevant requirements of the Equality Act 2010 and must not unlawfully discriminate against pupils 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). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE and other subjects. We will consider whether it may be appropriate or necessary to put in place additional support for pupils with particular protected characteristics. We will take positive action to build a culture where sexism, misogyny, homophobia and gender stereotypes will not be tolerated, and any occurrences are identified and tackled. The School will refer to the SEND code of practice, where appropriate, and will also be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can be particularly important for those with social, emotional and mental health needs or learning disabilities, and such factors will be taken into consideration when designing and teaching the RSE curriculum.

## **Safe and Effective Practice**

We will ensure a safe learning environment by requiring that certain 'ground rules' are established for each session and clearly understood by all those that take part. These may vary depending on the age of the students but are likely to include:

- Guidance on how potentially sensitive questions can be asked
- A general expectation of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room without due cause
- How staff will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature (they must not promise confidentiality)
- The promotion of 'distancing techniques' that encourage pupils not to personalise their questions or discussions.

Staff should bring any non-urgent issues for discussion to the pupil's Form teacher/Tutor or Deputy Head. Any urgent and/or safeguarding issues must be reported immediately to the Designated Safeguarding Lead in line with the school's Safeguarding (Child Protection) Policy.

## **Safeguarding**

Effective delivery of RSE necessarily allows students an open forum to discuss potentially sensitive issues, which may in turn lead to disclosure of a child protection issue. All Staff are trained in child protection and, if they receive a disclosure or have any concerns about a student in their class, should follow the School's normal safeguarding procedures as set out in the Safeguarding (Child Protection) Policy.

Where visiting speakers are invited to support delivery of certain aspects of the RSE curriculum, they will be subject to the School's usual procedures for vetting visiting speakers. In addition, the Deputy Head will brief them in advance regarding the School's safeguarding procedures and their RSE sessions will be attended by the relevant Form teacher/ Tutor.

## **Parents and Carers**

This policy and the curriculum plan are made available to parents on the school website and a paper copy is available on request. Should parents or carers wish to discuss any aspect of the PSHE or RSE curriculum, they should contact the Headmaster, Mr S Rees ([srees@northbournepark.com](mailto:srees@northbournepark.com))

## Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE. Parents must state their request in writing to the Head. Parents will then be invited into School to discuss the request to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child, e.g. the emotional and social effects of being excluded as well as the likelihood of the child hearing his/her peers' version of what was learned in the class rather than what was delivered by the teacher. Unless there are exceptional circumstances, School will respect the parents' request to withdraw their child.

There is no right to withdraw from relationship education.

Pupils who are withdrawn will receive purposeful education during the period of withdrawal.

## Staff

All staff have the right to additional support and guidance from the Deputy Head. Should a staff member not feel comfortable about delivering a certain topic, the Deputy Head or Headmaster will deliver the session instead. Our Matron is also available to deliver sessions where appropriate.

## Curriculum

The RSE policy and curriculum has been produced in line with statutory guidance from the Department for Education.

## Primary

Families and people who care for me	Pupils should know <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
Caring friendships	Pupils should know <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li></ul>

	<ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive</li> </ul>

	<p>and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<p>Pupils should know</p>

	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### Secondary (Year 7 and 8)

Families	that there are different types of committed, stable relationships.
Respectful relationships, including friendships	<p>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.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage</p>
Online and media	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
Being Safe	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.
Intimate and sexual relationships including sexual health	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.
Mental Wellbeing	<p>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>how to recognise the early signs of mental wellbeing concerns.</p> <p>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>
Internet safety and harms	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image),
Physical health and fitness	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.



Healthy eating	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
Health and prevention	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	basic treatment for common injuries. life-saving skills, including how to administer CPR the purpose of defibrillators and when one might be needed.
Changing adolescent body	key facts about puberty, the changing adolescent body and menstrual wellbeing

### **Evaluation**

This policy will be reviewed annually by the Deputy Head and the Education Committee of the Governing Body, in consultation with the staff, and as and when elements of S.R.E. are identified or prioritised within the School Development Plan.