

Relationships & Sex Education (RSE) Policy

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Preface

The school intends that all students experience a programme of RSE at a level which is appropriate for their age, ability and development.

UK primary students are taught to understand the importance of self-respect and self-worth and develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. Students coming to Guildhouse School London often do not have this pre-requisite knowledge.

What is Relationships and Sex Education?

The term Relationships and Sex Education (RSE) is used to stress that our approach goes beyond provision of biological information to focus also on attitudes and values, developing self-esteem and the skills to manage relationships in line with the Guildhouse School London core values. We want our RSE policy to encourage students to be:

- considerate of others,
- capable of recognising situations, and
- confident to respond in an appropriate manner.

According to DfE guidance, the aim of RSE is “to give young people the information they need to help them develop healthy, nurturing 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. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). 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, identify when relationships are not right and understand how such situations can be managed.’

Students will also be educated in the complex issues of relationships and peer pressure online, along with how to use technology safely, responsibly, and respectfully. Students will be encouraged to interact positively and to understand their legal responsibilities when using social media and online technology, including how to keep personal information private, challenge harmful content and balance online and offline worlds.

Subject Content

The Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance from the DfE outlines a range of topics that should be covered. The Guildhouse School London’s PSHE scheme of work has embedded these topics within it, clearly mapping the stated objectives in the guidance to the scheme of work.

Some areas of content below relate only to sex education and these are areas from which some younger students might be withdrawn by parents.

The topics covered are:

1. Families
2. Respectful relationships, including friendships
3. Online and media
4. Being safe
5. Intimate and sexual relationships, including sexual health
6. Mental wellbeing
7. Internet safety and harms
8. Physical health and fitness
9. Healthy eating
10. Drugs, alcohol, and tobacco
11. Health and prevention
12. Basic first aid
13. Changing adolescent body

How is it taught and monitored?

Guildhouse School London's approach to RSE is as follows:

1. RSE modules are delivered within a planned PSHE Education programme. This programme can be subject to adjustment if there are occurrences or events involving one or more of the protected characteristics (Equality Act 2010) which become an issue amongst the students in order to help students understand the issues and ensure students respect anyone with these characteristics.
2. PSHE knowledge and understanding is taught through two tutorial lessons each week by personal tutors (form tutors), as well as in subjects like science.
3. Attitudes and values are taught across the school as part of the Guildhouse London values, as are personal and social skills. The PSHE curriculum is designed so that students who might be at the school for as little as one term still experience a broad range of PSHE topics, including RSE. All students attend the daily school Registration, most of which focus on PSHE/RSE.
4. Provision of appropriate information is through leaflets, books, posters, use of appropriate websites as highlighted in the RSE Scheme of Work and external agencies/ speakers.
5. Content is presented in an age-appropriate way, recognising the needs of second language learners and accommodating SEND requirements as known. The school recognises the increased vulnerability of SEND students and responds accordingly.
6. Values are explored that support positive relationships and students' developing emotional awareness and management.

7. Teaching is conducted in a safe learning environment through ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class.
8. Teaching resources are selected for their appropriateness to students' abilities and needs.
9. A Pastoral Director is responsible for planning, monitoring and evaluating the PSHE/RSE programme and provision (PSHE Lead) and provides updates and feedback to personal tutors (form tutors) who deliver it formally in classrooms and other Pastoral Directors (Heads of Year).
10. Monitoring and evaluating of the delivery of the PSHE programme are by means of regularly reviewing the online Personal Development Journals, conducting learning walks and reporting of outcomes through academic reports.

Parental rights of withdrawal

The law states there is no parental right to withdraw from relationships education at secondary level. Parents have the right to excuse their child from sex education at secondary level, but students have the right to opt in themselves from the age of 15 years.

Staff are open to discuss any concerns parents and carers may have in relation to RSE and the needs of their child. Guildhouse School London aims to work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.

Any request by a parent to withdraw their child from sex education should be made in writing to the Headteacher.

Equality

At Guildhouse School London, RSE is taught in a way that does not subject students to discrimination and is mindful of individuals' religious, spiritual and moral beliefs. The school has a duty under the Equality Act, (2010) to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT).

RSE will foster good relations between students, tackle all types of prejudice, including homophobia, and promote understanding, respect and diversity. Staff will support students in developing qualities and skills such as resilience, confidence, self-respect and self-control.

Parental consultation

The PSHE programme is reviewed and evaluated each year in the summer by the Pastoral Management Team. There is a designated Pastoral Director that leads on the PSHE Curriculum. As part of the Autumn Term 1 report letter from the Headteacher to parents, a paragraph is included detailing the school's RSE programme, signposting to the RSE policy on the school website, which includes guidance on *Online Safety and Keeping Children Safe Online (Appendix 1 & 2)*. This is in line with the NSPCC's guidance, the UK's leading children's charity which aims to promote the welfare of young people and protect them from harm. There is also the invitation to parents to comment prior to the final review and update of the policy in December. Although consultation feedback will be considered, parents do not have the right to define the school curriculum, nor influence that which is required under Education law.

Appendices

Appendix 1: PARENTAL ENGAGEMENT REGARDING RSE FOR 2023/24

(RSE Paragraph sent as part of the Autumn 1 Report letter from the Headteacher)

At Guildhouse School London, we deliver a programme of RSE (Relationships and Sex Education) as part of the school curriculum and according to UK Government guidance, which states that such education is statutory through the compulsory education years. Our programme is delivered at a level that is considered appropriate to each programme of study and age group and is undertaken through a variety of methods including workshops, discussion groups and well planned PSHE lessons (Personal, Social and Health Education). Please find our RSE policy on the school website, paying attention to Appendix 2, a useful reference of Online Safety advice so as to work together with the school to keep our students safe online. We invite you to comment on this policy prior to our final review and update of it in December 2023.

Appendix 2: ONLINE SAFETY ADVICE FOR PARENTS (in line with the NSPCC)

Online safety: top tips

Going online is a huge part of most young people's lives so it's important to talk to them about online safety. Here's our tips to get you started.



Chat to them about what they like to do online

The best way to find out what your child is doing online is to talk to them and have regular conversations so that online safety is part of everyday discussion. Ask them open-ended questions like 'What's your favourite game or app to play on?'.

- Listen to what they have to say and show an interest. They could give you a demo of their favourite app or show you their favourite YouTube or TikTok account.
- They will probably be able to teach you things you don't know! This will also give you an opportunity to chat about any safety settings they might already have in place.
- Regular conversations with your child will encourage them to come to you if they ever need support or advice.

Talk about who they are in contact with online

There are lots of different ways that children can talk to people online – messaging apps, on social media, and less obvious ways such as chat on online games. Talk to your child about who they are talking to and what they are sharing with them.

- Use settings to help limit who can contact your child.
- Remind your child that they shouldn't share personal information with people they don't know online.
- Let your child know they can come to you or another trusted adult if any conversation makes them feel uncomfortable.

Help manage what they see and do online

Parental controls and privacy settings can help you manage how your child spends time online and help to keep them safe.

- Device settings – manage things like location sharing, screen time and in-app purchases. Most tech and gaming companies have dedicated pages to support with setting these up.
- App or game settings – in-app tools that can help to keep your child's account private and manage who they're talking to. You can normally find information on these in account settings or directly on the platforms website.
- Mobile or network provider settings – help to manage browsing access and stop your child from visiting inappropriate sites or downloading apps that aren't suitable. Contact your mobile or broadband provider for more information about setting this up.

Make sure to talk to your child first before implementing any new settings and explain to them how they help to keep them safe.

Remember it's ok to ask for help!

Remember you don't have to be an online safety expert – that's our job! We're here to help, with resources and advice to help support you and your child.

If your child asks you a question you don't know the answer to, or speaks to you about a negative experience they had online, here are some of things you could do:

- Visit the NSPCC online safety hub: nspcc.org.uk/online-safety
- Call the NSPCC helpline **0800 800 5000** to speak to an advisor
- Ask another parent
- Speak to your child's teacher
- If your child needs more support, they can contact Childline: childline.org.uk



NSPCC

EVERY CHILDHOOD IS WORTH FIGHTING FOR

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Additional Useful Links

[Keeping children safe online | NSPCC](#)

[How to Ensure Your Children Stay Safe While Playing Online Games | NSPCC](#)

[Social media | NSPCC](#)

[Internet connected devices | NSPCC](#)

[Online wellbeing | NSPCC](#)

[Use Parental Controls to Keep Your Child Safe | NSPCC](#)

NSPCC- National Society for the Prevention of Cruelty to Children (UK)



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LONDON



Creating tomorrow's change makers.