



# NOTTINGHAM GIRLS' HIGH SCHOOL

G D S T  
GIRLS' DAY SCHOOL TRUST

## **Relationships and Sex Education (RSE) Policy 2019 to 2020**

This policy applies to all pupils, including EYFS.

### **Introduction and Aims**

Girls at NGHS are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Our aim is to ensure that in this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Relationships Education will become compulsory in 2020 for all primary schools in England and Relationships and Sex Education (RSE) compulsory in all secondary schools. At NGHS we are always seeking to ensure that our girls are well prepared and therefore we have already implemented the guidance so that we are fully compliant and so that our girls are ready for a 21<sup>st</sup> century world.

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.

In NGHS Infant and Junior School we want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. In the Senior School, teaching will build on the knowledge acquired in the younger years and develop further pupils' understanding with an increased focus on risk areas such as intimate relationships and sex.

Our belief at NGHS is that mental wellbeing is central to a girl's success and will enable her to build positive relationships. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The RSE curriculum will give them the knowledge and capability to take care of themselves and receive support if problems arise. RSE is taught in a wider context of helping to foster girls' wellbeing and develop resilience and character that we know are fundamental to girls being happy, successful and productive members of society. Central to this is girls' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. We promote positive personal attributes including kindness, integrity, generosity, and honesty. This is all part of our RECIPE for success in the Infant and Junior School.

Under the provisions of the Equality Act, NGHS will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation and the delivery of RSE will reflect this. At NGHS our Accessibility Policy sets out how we make reasonable adjustments to alleviate disadvantage and when planning and delivering the RSE curriculum, we take account of the SEND Code of Practice.

### **RSE Policy and Curriculum Development and Review**

The RSE policy and curriculum has been produced in line with statutory guidance from the Department for Education, with input from our expert staff and in consultation with parents. We are clear that parents and carers are the prime educators for children on many of these matters. At NGHS we aim to work in collaboration with parents and carers, building on what pupils learn at home. This policy and the RSE curriculum reflects our School's context and diverse nature as well as recognising that the role of educating every girl is a partnership between home and school. We aim to always deliver content in a sensitive, objective and balanced manner to enable girls to comprehend the range of social attitudes and behaviour in modern-day society. This will empower them to consider their own attitudes and actions and make informed, reasoned and responsible decisions while they are at school, at home and in adult life.

The RSE policy and curriculum will be reviewed on an annual basis with consultation with parents where appropriate.

### **RSE Curriculum Overview**

The RSE curriculum is part of the whole school PSHCE curriculum, which is planned and designed to be age appropriate, under the following themes:

- Relationships (families and friends)
- Health and Wellbeing
- Living in the Wider World
- My Future Self
- Online / Digital.

See PSHCE Schemes of Work for more detail. The RSE topics fall under all of these themes and are taught within the PSHCE curriculum, but may also be covered across the curriculum in subjects such as science.

Year Group	Content	How Taught	Taught By
EYFS	<p>All About Me:</p> <ul style="list-style-type: none"> <li>• Who is in my family?</li> <li>• What makes me happy?</li> <li>• Making friends</li> </ul>	Stories, circle time, modelled play, all areas of the EYFS curriculum	EYFS practitioners
1	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• What makes a healthy family?</li> <li>• How to find a friend?</li> </ul> <p>Health and Wellbeing:</p> <ul style="list-style-type: none"> <li>• Emotions</li> </ul> <p>My Future Self:</p> <ul style="list-style-type: none"> <li>• Celebrating differences</li> </ul>	Through the use of children's literature, educational resources, guest speakers, class discussion, debate, trips and visits, charity work etc.	Class teachers.
2	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• What should a family be?</li> <li>• Other types of family.</li> <li>• Healthy friendships and boundaries.</li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>• Gaming: reality versus virtual</li> </ul>	Through the use of children's literature, educational resources, guest speakers, class discussion, debate, trips and visits, charity work etc.	Class teachers.
3	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Different types of family: Adoption, Orphans, Young Carers</li> <li>• Who makes choices for you?</li> <li>• Bullying: Being a bystander.</li> </ul> <p>Health and Wellbeing:</p> <ul style="list-style-type: none"> <li>• Managing emotions.</li> <li>• Naming body parts,</li> <li>• Self-care.</li> <li>• Stranger danger.</li> </ul>	Through the use of children's literature, educational resources, guest speakers, class discussion, debate, trips and visits, charity work etc.	Class teachers.
4	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Extended families</li> <li>• How to be a good friend / toxic friendships.</li> </ul> <p>Living in the Wider World:</p> <ul style="list-style-type: none"> <li>• Slavery.</li> <li>• Arranged marriage.</li> </ul>	Through the use of children's literature, educational resources, guest speakers, class discussion, debate, trips and visits, charity work etc.	Class teachers.

5	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Dysfunctional families.</li> <li>• Smashing stereotypes.</li> <li>• Prejudice.</li> </ul> <p>Health and Wellbeing:</p> <ul style="list-style-type: none"> <li>• Puberty and Periods</li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>• Social Media</li> </ul>	<p>Through the use of children's literature, educational resources, guest speakers, class discussion, debate, trips and visits, charity work etc.</p>	<p>Class teachers.</p>
6	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Influences outside of school: grooming, consent, coercion.</li> </ul> <p>Health and Wellbeing:</p> <ul style="list-style-type: none"> <li>• Human Reproduction.</li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>• Phishing, grooming, fraud.</li> </ul>	<p>Through the use of children's literature, educational resources, guest speakers, class discussion, debate, trips and visits, charity work etc.</p>	<p>Class teachers.</p>
7	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Friendships</li> <li>• Anti-bullying</li> <li>• Managing emotions within friendships</li> <li>• Teambuilding</li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>• Building self-confidence</li> <li>• Positive and negative online attention</li> </ul> <p>Girls and Puberty:</p> <ul style="list-style-type: none"> <li>• PMS</li> <li>• Personal hygiene</li> </ul>	<p>One hour per week in tutor groups.</p> <p>Anti-Bullying Week activities.</p>	<p>Form tutor with input from School Nurse, Head of PSHCE and Head of Section.</p> <p>Year group session with Think for the Future.</p>
8	<p>Girls and Bullying:</p> <ul style="list-style-type: none"> <li>• What is a bully?</li> <li>• The effects of bullying</li> <li>• Getting help</li> <li>• Teambuilding</li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>• Online friends</li> <li>• Things you see online</li> <li>• Your digital tattoo</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Happy, healthy relationships</li> <li>• Diversity and LGBTQ+ in relationships</li> </ul>	<p>One hour per week in tutor groups.</p> <p>Anti-Bullying Week activities.</p>	<p>PSHCE teachers with input from Head of PSHCE and Head of Section.</p>

9	<p>Online:</p> <ul style="list-style-type: none"> <li>• Online coercion</li> <li>• CEOP exploited</li> <li>• Selfies – the naked truth</li> </ul> <p>Sex Education:</p> <ul style="list-style-type: none"> <li>• Changing relationships</li> <li>• Introducing and recognising consent and the law</li> <li>• Persuasion pressure and coercion</li> <li>• STIs</li> <li>• Condoms</li> <li>• Pregnancy</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>• FGM</li> <li>• Forced marriage</li> </ul>	<p>One hour per week in tutor groups.</p> <p>Anti-Bullying Week activities.</p>	<p>PSHCE teachers with input from:</p> <ul style="list-style-type: none"> <li>• School Nurse</li> <li>• LGBTQ+ Role Models</li> <li>• Head of PSHCE</li> <li>• Head of Section.</li> </ul> <p>Year group session with Think for the Future.</p>
10	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Girls' friendships</li> <li>• Assertiveness and managing put-downs</li> <li>• Domestic abuse</li> </ul> <p>Sex Education:</p> <ul style="list-style-type: none"> <li>• Progression of relationships</li> <li>• Safer sex and personal boundaries</li> <li>• STIs, HIV</li> <li>• Contraception</li> <li>• The effects of drugs and alcohol</li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>• Pornography</li> <li>• The influence of social media and reality television on relationships</li> <li>• Online consent including nudes and sexting</li> <li>• Gender Identity</li> </ul>	<p>One hour per week in tutor groups.</p> <p>Anti-Bullying Week activities.</p>	<p>PSHCE teachers with input from Head of PSHCE and Head of Section.</p> <p>Year group session with Think for the Future.</p>
11	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Inclusivity and diversity</li> <li>• Combatting racism</li> <li>• Grooming</li> <li>• Shame and honour based violence</li> <li>• Intolerance</li> <li>• Coping with bereavement and changing circumstances</li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>• Grooming</li> <li>• Idealised body image in the media</li> </ul>	<p>One hour per week in tutor groups.</p> <p>Anti-Bullying Week activities.</p>	<p>PSHCE teachers with input from Head of PSHCE and Head of Section.</p>

	<p>Sex Education:</p> <ul style="list-style-type: none"> <li>• Let's talk about sex – image sharing</li> <li>• Pornography</li> <li>• Sexual assault and rape</li> <li>• Victim blaming</li> <li>• Risky behaviour and the impact drugs and alcohol on sexual relationships</li> <li>• Protecting yourself and others</li> </ul>		
12	<p>Online:</p> <ul style="list-style-type: none"> <li>• Me, Myself and I Online - The modern world of sex.</li> <li>• Me, Myself and I Online– Managing your digital profile online and the impact of social media.</li> <li>• Me, Myself and I Online – Sex and body positive: the impact of the internet.</li> </ul> <p>Sex Education:</p> <ul style="list-style-type: none"> <li>• Reproductive Health and Fertility.</li> <li>• Period Poverty.</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>• FGM and Honour Based Violence.</li> <li>• Domestic Violence</li> <li>• Sisterhood: Being a Woman in the 21<sup>st</sup> Century</li> <li>• Grooming/CSE/County Lines.</li> </ul>	One hour per week taught in PSHCE classes.	<p>PSHCE teachers with input from Head of PSHCE and Head of Section.</p> <p>Year group session with Think for the Future.</p>
13	<p>Online:</p> <ul style="list-style-type: none"> <li>• Me, Myself and I Online - Managing your digital profile to enhance your career.</li> <li>• Me, Myself and I Online - Sex and Body Positive: The Impact of the Internet.</li> </ul> <p>Sex Education:</p> <ul style="list-style-type: none"> <li>• Reproductive Health, Fertility and the Menopause.</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Types of Long-term Commitments and Parental Responsibilities.</li> <li>• Building Positive Relationships.</li> <li>• Raising Awareness: Exploitation of Women.</li> <li>• Trafficking and Honor-based Violence.</li> <li>• The Changing Face of Friendship.</li> </ul>	One hour per week taught in PSHCE classes.	<p>PSHCE teachers with input from Head of PSHCE and Head of Section.</p> <p>Year group session with Think for the Future.</p>

### **Guest Speakers**

We sometimes use outside speakers to complement our teaching of the RSE content. In this instance, speakers are asked to work within the framework of our RSE policy and adhere to the policy for visiting speakers. A teacher will be present throughout these lessons.

### **Right to Withdraw**

Parents have the right to request that their daughter 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 daughter, e.g. the emotional and social effects of being excluded as well as the likelihood of the girl hearing 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 daughter. Requests from parents must be made annually for consideration.

However, three terms before the girl turns 16 years old she is legally able to make her own decision as to whether she receives sex education. The School will make arrangements to provide the girl with sex education during one of those terms and a parental request of withdrawal will not be granted.

There is no right to withdraw from relationship education.

### **Quality Assurance**

The quality of RSE education at NGHS is monitored through our Quality Assurance cycle. This consists of regular pupil voice and learning walk by Heads of PSHCE and the Senior Leadership Team.

### **Training**

Heads of PSHCE are responsible for the organisation and delivery of staff training. This is delivered through staff inset, sharing of good practice and distribution of literature and resources. This is support by the use of Brooks Online CPD for RSE.

### **Approval of the Policy**

This policy will be reviewed annually by the Deputy Head and Head of the Junior School, with input of the Heads of PSHCE. Ultimate approval of the policy rests with the Head.

### **Linked Policies:**

Curriculum Policy

PSHCE Policy

Equal Opportunities Policy

Inclusion Policy

Accessibility Policy

SEND Policy

Visiting Speakers Policy

### **Review Date:**

September 2020