



NORTHWOOD  
COLLEGE  
FOR GIRLS

GDST

## NWC RELATIONSHIPS AND SEX EDUCATION POLICY

Updated September 2021

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### Senior School Relationships and Sex Education Policy

#### Policy statement:

Definition of RSE – from *Sex Education Forum*

*Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.*

Northwood College for Girls GDST (NWC) takes its responsibility to provide relevant, effective and responsible Relationships and Sex education (RSE) to all its pupils as part of the school's personal, social, health and economic education curriculum (PSHE) very seriously. At our school we want parents and pupils to feel assured that sex education will be delivered at a level appropriate to both age and development of pupils.

This teaching is not intended to replace advice or guidance which is ideally received at home, but to supplement and broaden knowledge and understanding.

This policy is drafted by the Deputy Head (Pastoral Development and Wellbeing) in consultation with the Head, the school nurse, Heads of Year and SEND coordinator. Parents are given the opportunity to discuss this policy content. Pupils were consulted on the content of our RSE topics and their delivery in the Senior School.

#### Aims of policy:

RSE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. This includes emphasis on good health, the value of self - esteem in making choices and judgements, the nature of healthy and consensual relationships, and knowledge about how the body works, all within a context of moral issues and values.

RSE will outline the importance of marriage and family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society.

We want our pupils to lead a healthy and safe lifestyle and to care and respect their bodies and we provide them with the right tools that will enable them to seek information or support, should they need it, both during their school years and beyond.

**Provision:**

We subscribe to the Department of Education guidance that will be mandatory in England from September 2020: *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance*.

Relationships and Sex Education for all secondary schools. Taught PSHE has also been part of the Independent Schools Standards since 2014. We aim to provide a relevant, broad and balanced curriculum that not just fulfils, but exceeds externally set standards.

The NWC curriculum is spiral, so that topics can be re-visited in later years. Although the topics below are listed specifically, we treat Relationships and Sex Education as part of the wider PSHE curriculum. We support equal opportunities in education, seeing it as enabling and encouraging all our students to build self-esteem through discussion and activities in a safe environment. We are equipping them with decision-making skills irrespective of gender roles and stereotyping.

**Linked policies:**

Curriculum Policy

PSHE Policy

Equal Opportunities Policy

Inclusion Policy

Accessibility Policy

SEND Policy

Visiting Speakers Policy

**The main topics covered in RSE are:**

- Establishing healthy relationships
- Puberty, menstruation and change
- Consent and how to communicate this to others
- Contraception
- Sexually transmitted infections
- Understanding our bodies
- Sexting and online safety
- Safer sex
- Sexual exploitation
- Sex and pornography
- Personal choices

As part of the PSHE programme, Relationships and Sex Education is taught by the pastoral team, the school nurse and PSHE co-ordinator mainly in form groups, using a range of activities with materials and support provided by health professionals. We also invite in specialists in the field to deliver talks to the students.

The programme is developed and reviewed in consultation to ensure that it meets the needs of the whole school community.

We ensure that RSE is age relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.

We ensure that staff are given regular and ongoing training on issues related to RSE including confidentiality, setting ground rules and establishing positive behaviour, handling controversial issues and responding to questions.

We ensure that all staff are up to date with policy changes, and familiar with the school policy and guidance relating to relationships and sex education.

We ensure their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.

**Terminology:**

Pupils will be taught the anatomically correct names for body parts, but slang and everyday terms used in social situations will be discussed; this will be part of the discussion about what is and what isn't acceptable language to be used.

Ground rules are essential when discussing sensitive subject matter and staff will use strategies to enable pupils to feel comfortable to ask questions. If controversial questions are asked, the teacher will use professional judgement about how to answer them and pupils will be allowed to raise anonymous questions if preferred.

We recognise that because of the nature of the subject, sensitive and controversial issues are likely to arise. These may include, for example, abortion, emerging gender identity, sexuality and sexual abuse. These are dealt with within the framework of the aims of the school and of the Relationships and Sex Education policy as a whole. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements.

**Guest speakers:**

We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationship and Sex Education policy and adhere to the policy for Visiting Speakers. A teacher will be present throughout these lessons.

**Quality Assurance:**

The quality of RSE education is monitored through RSE Review Cycle. This comprises: pupil, staff, and parent consultation. Policy review with HOYs and Deputy Head (Pastoral) is undertaken annually. Lesson materials are developed with the needs of our pupils and families in mind - a student-first approach.

**Training:**

Senior Deputy Head (Pastoral) and Heads of Year 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 supported through training materials supplied by PSHE Association.

**Withdrawal from RSE:**

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to review this policy. RSE is a vital part of the school curriculum and supports the whole development of the child. Parents have the right to withdraw their children from sex education. Any parents considering withdrawing their child from RSE should contact the Head / Pastoral Deputy Head to discuss their concerns. According to Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance paragraph 41-43 pupils can opt into sex education from three terms before their 16th birthday.

Under the provisions of the Equality Act, NWC 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 RE will reflect this. At NWC 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.

**Junior School, including EYFS Relationship Education Policy**

**Introduction and Aims**

Girls at Northwood College for Girls 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.

## **Junior School and EYFS**

Relationships Education is compulsory from September 2020 for all primary schools in England and Relationships and Sex Education (RSE) compulsory in all secondary schools. At NWC we are always seeking to ensure that our girls are well prepared and therefore we have 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 Relationship Education (RE) 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 RE, whilst ensuring that all of the compulsory subject content is age and developmentally appropriate. We aim to teach RE 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 NWC 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 NWC 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 RE curriculum will give them the knowledge and capability to take care of themselves and receive support if problems arise. RE 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 the 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 Junior School habits which are embedded through the Junior School.

Under the provisions of the Equality Act, NWC 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 RE will reflect this. At NWC our Accessibility Policy sets out how we make reasonable adjustments to alleviate disadvantage and when planning and delivering the RE curriculum, we take account of the SEND Code of Practice.

### **RE Policy and Curriculum Development and Review**

The Junior RE policy and curriculum has been produced in line with statutory guidance from the Department for Education, the Jigsaw PSHE scheme, the PSHE Association and in consultation with parents. We are clear that parents and carers are the prime educators for children on many of these matters. At NWC we aim to work in collaboration with parents and carers, building on what pupils learn at home. This policy and the RE 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 RE policy and curriculum will be reviewed on an annual basis with consultation with parents where appropriate.

### RE Curriculum Overview

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

- Being in my world
- Celebrating difference
- Dreams and goals
- Healthy Me
- Relationships
- Changing Me

See PSHE Schemes of Work for more detail. The RE topics fall under all of these themes and are taught within the PSHE curriculum, but may also be covered across the curriculum in subjects such as Science. The Jigsaw ‘Statutory Relationships and Health Education’ map (z drive: Junior/PASTORAL/PSHE Jigsaw) shows how the themes taught at NWC cover the statutory objectives.

Relationships Education By the end of Primary pupils should know:	Year 1 - Ages 5-6						Year 2 - Ages 6-7					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
(R1) that families are important for children growing up because they can give love, security and stability					✓	✓					✓	
(R2) 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					✓	✓					✓	
(R3) 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					✓	✓					✓	
(R4) 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					✓	✓					✓	
(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong											✓	
(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed						✓					✓	

### Right to Withdraw

There is no right to withdraw from Relationship Education. NWC Juniors will not teach Sex Education as a stand-alone subject. Puberty, correct terminology for body parts, animal and human life cycles and reproduction will continue to be taught through our Science Curriculum at an age appropriate level.

### Quality Assurance

The quality of RE education at NWC is monitored through our Quality Assurance cycle. This consists of regular book looks, lesson observations and learning walks by JSLT. Pupil voice will also be discussed through School Council and our Votes for Schools programme.

### Training

Junior Deputy Head Pastoral is 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 supported through training materials supplied by Jigsaw PSHE and PSHE Association.

**Whole School**

**Approval of the Senior (RSE) and Junior (RE) Policies**

The policies will be reviewed by the Senior Deputy Head (Pastoral) Junior Deputy Head (Pastoral) and Junior Head annually.

**Review and evaluation:**

The educational and personal needs of our pupils develop in line with varying societal pressures and other changes. For this reason, we regularly review our RSE curriculum.

This policy will be reviewed annually.

Reviewed by Senior Deputy Head (Pastoral) September 2021

Review date: September 2022