

Relationships and Sex Education and PSHE (Senior and Sixth) Policy

Berkhamsted Senior Schools & Sixth

Revision and Terminology: Please refer to the School's Policies Policy.

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Scope of this policy

I Policy Context and Rationale

- 1.1 This policy covers the Senior Schools (Boys, Girls and Sixth) within the Berkhamsted Schools Group, collectively referred to in this policy as “the School”, and sets out the School’s approach to Relationships and Sex Education (RSE) and Personal, Social, Health and Economic Education (PSHE) delivery. At Berkhamsted, in the Senior and Sixth these areas of the curriculum are covered in a subject called “Personal Development”. This is a subject delivered by specialist teachers from Year 7 to 11 and in the form of a lecture programme in the Sixth followed up by discussions in House groups.
- 1.2 Personal Development reflects the School’s ambitious aim to ‘develop remarkable people’. The approach seeks to combine excellent teaching and learning of statutory RSE and PSHE topics, with a broader focus. Through this lens, we aim to enhance each pupil’s confidence and agency. This will be achieved by supporting them in developing a deeper understanding of the social issues that surround being a teenager in Britain in the 2020s. By doing so, we hope to prepare them for life beyond school by accumulating a specific set of knowledge that enhances their employability, while nurturing the softer skills essential to forming successful relationships across a diverse set of contexts.
- 1.3 It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:
 - 1.3.1 departmental review and feedback,
 - 1.3.2 departmental training via the PSHE Association,
 - 1.3.3 parent focus group,
 - 1.3.4 student voice,
 - 1.3.5 wellbeing surveys and
 - 1.3.6 ongoing feedback from pastoral teams.
- 1.4 Personal Development education provides a significant contribution to the School’s responsibility to:
 - 1.4.1 promote children and young people’s wellbeing
 - 1.4.2 achieve the whole curriculum aims
 - 1.4.3 promote community cohesion
 - 1.4.4 provide careers education
 - 1.4.5 provide relationships and sex education
- 1.5 The policy is informed and underpinned by the School’s values of Aiming High with Integrity, Serving Others and Being Adventurous. The Personal Development and RSE programme aims to develop:
 - 1.5.1 Successful learners who enjoy learning, making progress and achieving
 - 1.5.2 Confident individuals who are able to live safe, healthy and fulfilling lives
 - 1.5.3 Responsible citizens who make a positive contribution to society
- 1.6 Berkhamsted School is designated as a school of a particular religious character. The

Church of England Foundation of Berkhamsted School, which underpins its values, requires the teaching and living out of the values of individual liberty, rule of law, mutual respect and tolerance. Pupils are also taught explicitly about British Values which are defined as:

- 1.6.1 Democracy & the rule of law
- 1.6.2 individual liberty
- 1.6.3 mutual respect
- 1.6.4 and tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal Development as well as through the School's broad and balanced curriculum.

- 1.7 Parents are consulted on this policy and the Personal Development curriculum and the policy is made available through the school website and parent portal.

2 Legislation (Statutory Regulations and Guidelines)

- 2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:
 - 2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
 - 2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life
- 2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:
 - 2.2.1 Promote the wellbeing of pupils at the school
- 2.3 Revised Department for Education statutory guidance states that all schools, including independent schools, must deliver:
 - 2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

3 Roles and Responsibilities

- 3.1 From September 2021 RSE and Personal Development delivery across the Senior and Sixth is monitored by the Head of Personal Development.

4 Curriculum Design

- 4.1 The curriculum in the Senior and Sixth is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

| Senior | Sixth |
|---|--|
| Personal Development Department led by HoD | Deputy Head of Sixth and Head of Personal Development |
| <ul style="list-style-type: none"> - Personal Development Curriculum delivered by specialist teachers in weekly timetabled lessons via a spiral programme - Weekly tutor periods addressing topical issues affecting young people - Assemblies and Chapel services addressing a range of Personal Development issues through involvement in the life of the school and wider community - Personal Development through pastoral care | <ul style="list-style-type: none"> - Personal Development Curriculum delivered by external speakers and supported by the Personal Development Department - Pupil and staff led assemblies and Chapel Services addressing a range of Personal Development issues - Personal Development through pastoral care and guidance - Personal Development through involvement in the life of the school and wider community |
| <p>Best Practice in RSE and Personal Development Education:</p> <ul style="list-style-type: none"> - Any new topic in Personal Development will be introduced taking into account pupils’ prior knowledge - Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire. Pupils will be reassured that the majority of young people make positive healthy lifestyle choices - Pupils are helped to make connections between Personal Development education and their ‘real life’ experiences. | |

5 Safe and Effective Practice

5.1 Personal Development and RSE often draw on pupils’ real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering Personal Development and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team or the DSL and will adhere to the School’s Child Protection and Safeguarding Policy.

6 Equality of Opportunity

6.1 Classroom practice and pedagogy will take into account pupils’ age, ability, readiness, faith perspective and cultural background. Pupils with SEND and EAL will be adjusted for to enable all students to access the learning. We will use Personal Development and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. Personal Development and RSE delivery is designed to comply with the Equality Act 2010 – as such the School 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). Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics. The School, could, for example, consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

- 6.2 Parents have the right to withdraw their children from those parts of RSE *not* within the national curriculum (see section 9 below).

7 Definition of Relationships and Sex Education (RSE)

7.1 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.

7.2 RSE is an entitlement for all children and young people and must:

- 7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
- 7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- 7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- 7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- 7.2.5 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- 7.2.6 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- 7.2.7 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- 7.2.8 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- 7.2.9 Be delivered by competent and confident educators;
- 7.2.10 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

8 Responsibilities and Delivery Overview

| Senior | Sixth |
|---|--|
| Personal Development department lead by HoD Coordination with Heads of Biology, Food and Nutrition and Religion and Philosophy Coordination with the Head of Senior School Careers / Sixth Careers Coordinator | Deputy Head of Sixth and Head of Personal Development Coordination with the Head of Senior School Careers / Sixth Careers Coordinator |
| <p>The aim of RSE in Senior and Sixth is to give pupils 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.</p> <p>RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS)</p> | |

9 Parents' right to withdraw their child

- 9.1 Parents **will not** be able to withdraw their child from relationships education.
- 9.2 At secondary school level parents **will** be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes
 - 9.2.1 Before granting such a request, the Head of School may meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
 - 9.2.2 The School will respect the parents' request to withdraw the pupil up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision.
 - 9.2.3 If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.
 - 9.2.4 The School will keep a record of all such decisions.

10 Intended Outcomes

- 10.1 As a result of our Personal Development and RSE programme, pupils will:
 - 10.1.1 Develop the knowledge, skills and attributes they need to manage their lives now and in the future
 - 10.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
 - 10.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
 - 10.1.4 Understand the importance of wellbeing, mental health and how to tackle issues that can affect their ability to learn
 - 10.1.5 Focus on the importance of building healthy and positive relationships
 - 10.1.6 Develop skills such as teamwork, communication and resilience
 - 10.1.7 Be encouraged to make positive contributions to their families, schools and communities
 - 10.1.8 Explore differences and learn to value diversity in all its forms
 - 10.1.9 Reflect on their own individual values and attitudes
 - 10.1.10 Identify and articulate feelings and emotions and manage difficult situations positively
 - 10.1.11 Learn about the world of work
 - 10.1.12 Learn to manage their money and finances effectively

11 Monitoring and Assessing

- 11.1 Monitoring:
 - 11.1.1 The Personal Development Department is reviewed on a 2-yearly basis as part of the School departmental review plan. The review is comprised of lesson observations, Parent consultation, pupil voice interviews and a departmental report.
- 11.2 Areas for assessment:
 - 11.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.
 - 11.2.2 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for Personal Development and RSE to ensure it is up to date and relevant.

12 Confidentiality

- 12.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

13 Counselling Services

- 13.1 Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

14 Outside Speakers

- 14.1 Please refer to Appendix 7 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

Appendix I - Senior School – Curriculum Map of Personal Development and RSE

| | Michaelmas 1 | Michaelmas 2 | Lent 1 | Lent 2 | Trinity 1 | Trinity 2 |
|---------|--|--|---|---|--|---|
| | Health & wellbeing | Relationships | Living in the wider world | Health & wellbeing | Relationships | Living in the wider world |
| Year 7 | Transition and safety Transition to secondary school and personal safety in and outside school | Diversity Democracy, Criminal Justice System, Diversity, prejudice, and bullying | Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations | Health and puberty Healthy routines, staying safe on and offline, puberty, sexual relationships, and coping with illness | Building relationships Self-worth, romance and friendships (including online), relationship boundaries and consent | Financial decision making Saving, borrowing, budgeting, gambling and sustainable fashion |
| Year 8 | Drugs and alcohol Alcohol and drug misuse, smoking and e-cigarettes, peer pressure | Discrimination Identity and respecting others, disability, gender identity, racial identity, sexual identity, extremism | Community and careers Careers choices, pathways, voluntary work and goal setting | Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies | Identity and relationships Dealing with conflict in relationships, consent, sharing nudes and semi-nude images, and an introduction to contraception | Digital literacy Online safety, gambling, fake news, misinformation, safe use of social networks |
| Year 9 | Peer influence, substance use and gangs Healthy and unhealthy friendships, peer on peer abuse, gang identity, risks of carrying knives, alcohol and drug use | Respectful relationships Families and parenting, healthy relationships, conflict resolution, separation, divorce and 'honor-based' violence | Setting goals GCSE and career options, goal setting, employment pathways | Healthy lifestyle Puberty, diet, exercise, self-examination, vaccinations, FGM | Intimate relationships Readiness for sexual activity, consent, contraception, the risks of STIs, and attitudes to pornography | Employability skills Employment rights and responsibilities, online presence and managing life online |
| Year 10 | Mental health Strategies for positive mental health, recognising features of healthy and unhealthy relationships, critical thinking | Healthy relationships Relationships and sex expectations, myths, pleasure and the impact of the media and pornography on relationship values | Financial decision making Effective ways to save, budget and manage time, gambling, debt, fraud and cybercrime | Exploring influence Positive and negative role models, managing influence, consent, impact of media, drugs and alcohol use on relationships and self identity | Addressing extremism and radicalisation Communities, inclusion, belonging, challenging extremism and managing conflict | Character Development Preparation and readiness for work, lifelong learning and awareness of self |
| Year 11 | Building for the future Self-awareness, managing expectations, stress management, and critical thinking (understanding others and disagreeing well) | Communication in relationships Relationship values, communicating wants and needs, consent and relationship challenges and abuse | Next steps Preparation for work - CV writing, interview technique and making applications, managing online presence and work/life balance | Independence Abusive relationships, personal safety, self care, emergency first aid, cosmetic body alterations, blood, organ and stem cell donation | Families Different family structures, parenting, fertility, pregnancy, adoption, fostering, abortion, review of STIs and contraception | Study Leave |

Appendix 2 - Sixth Form – Personal Development and RSE Lecture Programme

| Monday 2:20pm - Deans' Hall | | |
|-----------------------------|---|--|
| Date | Year 12 | Year 13 |
| 05-Sep | Corbin Mackin - Inspiration | |
| 12-Sep | James Shone - I can and I am | Networking |
| 19-Sep | House Quiz | House Quiz |
| 26-Sep | Consent - What? Why? How? | |
| 03-Oct | Consent - Discussion in Houses | |
| 10-Oct | House Music | House Music |
| 17-Oct | SDI - Parts 1 and 2 | |
| Half Term | | |
| 07-Nov | China Challenge | Mini Mock Exams |
| 14-Nov | China Challenge - Discussion in Houses | |
| 21-Nov | Unifrog Launch (in House Rooms) | |
| 28-Nov | Degree Apprenticeships | Pupil to Pupil Subject Advice to year 11 students |
| 05-Dec | Daniel Spargo-Mabbs Foundation - Drugs & Alcohol | |
| 12-Dec | SAME Academy - Driving awareness and road safety | |
| Christmas | | |
| 09-Jan | Edleen John - Unconscious bias and discrimination | |
| 16-Jan | Financial Choices - Discussion in Houses | |
| 23-Jan | Emma Cole - Living with HIV | |
| 30-Jan | Roger Moorhouse - Holocaust | Financial Choices |
| 06-Feb | <i>Berkhamsted Prize for Argument / Unifrog session in Houses</i> | Mr Walker - Revision Strategies |
| Half Term | | |
| 20-Feb | Building your CV & Job applications | Mock Exams |
| 27-Feb | UNIFROG - CV Writing & Cover Letter | Mock Exams |
| 06-Mar | John Hoskison - Prizes to Prison | Nutrition - Budgeting and food preparation (Inter-House competition) |
| 13-Mar | Mr Walker - Practical Strategies for Revision | |
| 20-Mar | Chartwells - Nutrition & Healthy Habits | |
| 27-Mar | Bold Voices: Misogyny, Language & Violence | |
| Easter | | |
| 17-Apr | Progression Exams | Nutrition - Showcase and judging of recipes |
| 01-May | <i>Bank Hol/Progression</i> | |
| 08-May | Neurodiversity - Young adult talk | Year 13 Politics workshop |
| 15-May | Building Your Network (networking skills) & Work experience -securing w/exp/H&S/first day prep/making a good impression/Employment rights/importance of reflection. | |
| Half Term | | |
| 05-Jun | Being Me - Diversity & Inclusion | |
| 12-Jun | Uni Course Seminars | |
| 19-Jun | Uni Course Seminars | |
| 26-Jun | | |