



NOTTING HILL & EALING
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

Whole School

Sex and Relationships Education Policy

2023-2024

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Sex and Relationships Education Policy

Introduction

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of loving and caring relationships. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. Research demonstrates that effective, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Policy Aims

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This will take place with consideration of the qualities of relationships within families.

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To develop pupils' skills to ensure a healthy, safe lifestyle;
- To develop pupils' communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To help pupils learn to respect and care for their bodies;
- To prepare pupils for puberty and adulthood;
- To help pupils learn how to gain access to information and support.

Values Framework

As part of sex and relationship education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. The Government recognises – as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage. Pupils will therefore learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect and care
- Value and respect difference in people's religion, race, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having considered the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another



The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education in this school.

Curriculum Content

By the end of KS2

- Families and people who care for me
- Caring friendships
- Consent
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Changing adolescent body
- Human reproduction

In Key Stage 3/4

- Physical and emotional changes at puberty
- Looking after your body – keeping healthy during puberty
- Respect and responsibility
- Relationships – including marriage, parenthood and legal status of other long term relationships
- Assessing risk both online and physical
- Resisting pressure and bullying
- Prejudice and discrimination linked to sexual identity and orientation as well as gender, race, religion or disability
- Body image and feeling good
- Influence of the media and pornography
- Accessing help and advice
- Sex and the law
- Sexual exploitation
- STIs, including HIV, and high- risk behaviours
- The links between sexual behaviour and alcohol
- Conception and contraception
- Gender identity
- Pregnancy and miscarriage



- Fertility, adoption, fostering
- Rape and abortion

Organisation and Delivery

SRE is co-ordinated by the Head of PSHCEE and is overseen by the Deputy Head Pastoral and Head of the Junior school, and is taught within the PSHCEE programme at Key Stages 1, 2, 3 and 4. Biological aspects of SRE are taught within the Science curriculum and some moral aspects are taught within RE. SRE within PSHCEE is taught by form tutors, class teachers, other members of the pastoral team, members of the science department and the school nurse.

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The Deputy Head Pastoral and Head of the Junior School will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's SRE programme. A teacher will be present during the lesson.

A range of teaching methods which encourage pupils' full participation are used to teach sex and relationship education. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning.

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

Support and Training

NHEHS acknowledges that the effective teaching of SRE, within the PSHCEE framework, requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

Partnership with parents/carers

Most of a pupil's informal sex and relationships education occurs within the family and the school's programme will complement and build on this in co-operation with home. Parents have the right to withdraw their children, up until three school terms before their child turns 16, from any Sex Education that falls outside of the statutory curriculum (Education Act, 1996). However, they cannot withdraw their daughter from human reproduction as in lessons in Science, for example. Nor can they withdraw their daughter from Health Education or the Relationships Education element of Relationships and Sex Education. If a parent/carer wishes to withdraw their child from any part of SRE, they need to contact the Head in writing. Any parents expressing concerns will be invited into to school for discussions with the Deputy Head Pastoral and teacher responsible for delivering the programme, and to view materials and resources. The parent will be advised that they have an obligation to provide the information at home using information available from the DfES.



Equal Opportunities Statement

The school is committed to the provision of SRE to all of its girls. Our programme aims to respond to the diversity of girls' cultures, faiths and family backgrounds. It is our intention that all pupils have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in SRE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

Safeguarding / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly reveals this to a teacher. This should be viewed as a child protection issue and staff should follow our Safeguarding Policy.

The staff member will inform the Designated Teacher in line with our procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Monitoring and Evaluation

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self-review.

Procedures will include:

- lesson observations by the Deputy Head Pastoral, Head of the Junior School or HoY
- evaluation by pupils of both individual sessions and the whole programme focussing on learning outcomes and appropriate delivery
- departmental evaluation of the programme linked to individual teacher feedback.

The policy will be reviewed, after consideration of all of the above, at least every two years.

The policy is made available to teaching and non-teaching staff through the staff handbook. Visitors will be given a copy of the policy by the school office. Parents/carers are invited to view the policy via the school website.



The Policy references:

DfEE Guidance for Schools [0116/2019]

OfSTED 'Sex and Relationships' [2002]

Reviewed July 2023

Next review July 2024

