



**HULL COLLEGIATE SCHOOL**

Independent Education 3 – 18 Years

## **HULL COLLEGIATE SCHOOL Relationships and Sex Education**

Hull Collegiate School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Hull Collegiate School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This document is available to all interested parties on request from the main school office, or may be downloaded from the school's website, and should be read in conjunction with a range of policies, procedures and other documentation relating to:

- Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equal Opportunities
- Other subject specific schemes of work
- PSHCE schemes of work
- Religious Education schemes of work
- Spirituality and Collective Worship Policy
- Teaching and Learning

This document is reviewed annually by Mrs K Bloomfield and Mrs A Kell or as events or legislation change requires. The next scheduled date for review is September 2021.

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## 1. Policy Statement

Hull Collegiate School understands Relationship and Sex Education (RSE) to be the process of lifelong learning about physical, moral, and emotional development. It is about the importance of family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, and sexual health.

The rationale of RSE at Hull Collegiate School is to give our 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 aims to teach what is acceptable and unacceptable behaviour in relationships, including how to develop intimate relationships constructively and positively.

Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and to respect themselves and others. At Hull Collegiate School, we want to build our pupils' self-esteem and confidence in order to make good, positive decisions around sexual activity. The school believes that knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed, and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way to allow scope for pupils to ask questions in a safe environment.

RSE should be underpinned by the School's wider values. Our ethos of 'the best in everyone' creates a positive, whole school approach which encourages openness alongside the development of personal resilience. It should also promote the importance of self-respect and self-worth.

Hull Collegiate School recognizes that parents and/or guardians are the key people in teaching their children about relationships and sex. The school aims to work in partnership to support them in preparing their children for happy and fulfilled relationships in adult life.

Hull Collegiate School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy applies to all members of our School community, including those in our EYFS setting.

Hull Collegiate School is fully committed to ensuring that the application of this Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

This policy is available to relevant parties in accordance with our statement on the provision of information.

## **1.1 Aims**

At Hull Collegiate School, the aims of Relationships and Sex Education (RSE) are as follows:

To provide balanced and factual information

To enable pupils to make informed decisions and to react appropriately to different situations

To encourage pupils to consider the consequences of their actions

To encourage pupils to reflect upon their own emotional development

To stress the importance of considering the emotions and views of others

To emphasize the importance of good communication in relationships

To ensure pupils have a clear understanding of the legal framework, and the importance of consent.

## **1.2 Equality**

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of that Act schools 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. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE.

The School can take positive action where it can be shown that it is proportionate to deal with particular disadvantages affecting one group because of a protected characteristic. For example, the School could take positive action to support LGBTQ+ pupils if there was evidence they were disproportionately being subjected to bullying, abuse, or harassment.

The School shall seek to be aware of contemporary issues such as 'everyday sexism', misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

### **1.3.1 Pupils with special educational needs and disabilities (SEND)**

The School will ensure that RSE is accessible for all its pupils. Quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The School will be mindful of preparing for 'adulthood outcomes' as set out in the SEND code of practice when teaching RSE to those with SEND.

The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their SEND. Such factors will be taken into consideration in the delivery of RSE.

### **1.4.2 Lesbian, Gay, Bisexual and Transgender (LGBT+)**

In teaching RSE, Hull Collegiate School will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. The School will ensure that teaching is sensitive and age-appropriate and will fully integrate discussion of LGBT+ issues into all relevant parts of the broader RSE curriculum. RSE will be fully inclusive and relevant to those who identify as LGBT+.

## **2. Roles and Responsibilities**

At Hull Collegiate School, the Assistant Head Pastoral, Katherine Bloomfield, is responsible for the creation and implementation of the RSE Policy. She is supported by the Heads of Year. This group, will be responsible for the development and review of the policy. Insofar as possible, Hull Collegiate School believes that RSE should be delivered by tutors who know their pupils well and/or subject specialists. A significant amount of RSE content is taught by the Biology department as part of their KS3 courses and Biology teachers. However, Hull Collegiate School believes that teachers of all subjects can make valuable contributions to the delivery of RSE.

The Assistant Head Pastoral is responsible for ensuring that all teachers who deliver RSE are appropriately trained. Further internal support or external training may also be offered.

### **3. Legislation (statutory regulation and guidance)**

#### **3.1 Context**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 states that pupils receiving secondary education must be taught RSE and Health Education from September 2020. The guidance gives schools freedom to deliver the content set out in the guidance in the context of a broad and balanced curriculum. At Hull Collegiate School, the School has chosen to deliver RSE mainly as part of a timetabled PSHE program supplemented with various extra-curricular talks and activities. The PSHE policy and the PSHE Schemes of Work highlight the relevant content throughout Year 7 to 11.

### **4. Curriculum Design**

The Head of PSHE will work closely with colleagues in related curriculum areas to ensure the RSE complements and does not duplicate content covered in other compulsory subjects such as ICT, Biology and PE. Mandatory content not delivered in other compulsory subject areas is covered in timetabled PSHE lessons and supplemented with extra-curricular talks.

The PSHE Policy and PSHE Schemes of Work for each year group identify relevant RSE content. See Appendix A for requirements for Relationship Education (Primary) and Relationship and Sex Education and Health Education (Secondary).

### **5. Safe and Effective Practice**

The School recognizes that for RSE to be safe and effective, certain 'ground rules' need to be understood by all those who take part. At the start of each section of RSE teaching, teachers and pupils will discuss these ground rules, which are likely to include:

- An agreement on how potentially sensitive questions can be asked; this is likely to include a mechanism for asking questions anonymously or an opportunity to ask the teacher privately as opposed to in front of the rest of the group.
- Discussion of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room without due cause.
- How teachers will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature.
- The promotion of 'distancing techniques' that encourage pupils not to personalize their questions or discussions.

Teachers should bring any non-urgent issues for discussion to the appropriate Head of Year. Any urgent and/or safeguarding issues should be immediately reported to the Designated

Safeguarding Lead or one of the Assistant Designated Safeguarding Leads in line with the School's Safeguarding and Child Protection Policy (see below).

## **6. Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. When such concerns are raised, teachers will follow the normal child protection and safeguarding procedures in immediately discussing these concerns with the Designated Safeguarding Lead or one of the Assistant Designated Safeguarding Leads.

Where visiting speakers are invited to deliver aspects of the RSE curriculum, testimonials will be sought from other schools and the Assistant Head Pastoral will brief them in advance regarding the School's safeguarding procedures. Visiting speakers will always be accompanied by a member of Hull Collegiate School staff when delivering RSE content.

## **7. Engaging Stakeholders**

### **7.1 Parents, Guardians and Carers**

Hull Collegiate School is committed to working closely with parents, guardians, and carers to deliver high quality, meaningful RSE which prepares their children to have happy and healthy relationships now and in adult life.

The School recognizes that parents, guardians and carers have the final decisions about their children's sex education: parents have the right to withdraw their child from sex education at Hull Collegiate School up to three terms before their child turns 16 in line with government guidance. From that point onwards, if a pupil wishes to receive sex education, the School will make arrangements for this to happen before they turn 16.

When pupils are withdrawn from Sex Education, alternative arrangements will be made for these pupils which will ordinarily involve private study. The right to withdraw from lessons relates only to sex education, and not to the teaching of the biological aspects of human growth and reproduction. If parents have any queries or wish to withdraw their child from RSE, they should contact their child's Head of Year in the first instance.

There is no right to withdraw from the Relationships aspect of RSE as the government believes the contents of these subjects – such as family, friendship, safety (including online) – are important for all children to be taught. The School will inform parents, guardians, and carers about when RSE is delivered to their children within the weekly newsletter.

### **7.2 Staff**

Staff and especially tutors may benefit from knowing when pupils are covering key aspects of the RSE curriculum. The Assistant Head Pastoral and Heads of Year will make staff aware of the content within the PSHE Policy and PSHE Schemes of Work.

### 7.3 Governors

Department for Education guidance makes specific requests of Governors, alongside fulfilling their broader, legal obligations. Governors are required to ensure that:

- all pupils make progress in achieving the expected educational outcomes
- RSE is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- RSE is well resourced, staffed and timetabled in a way that ensures that the School can fulfil its legal obligations

The School will enable Governors to fulfil these responsibilities by providing information about the delivery of RSE in regular reports to Governors. The Governors will review and agree this policy on behalf of the Governing Body annually.

| PSHCE Policy Changes July 2018  |  |
|---------------------------------|--|
| Reviewed by:                    | Mrs K Bloomfield<br>Assistant Head<br>DSL  |
| Date of last review:            | N/A First Version  |
| Approved by:                    | Mr Paul Grimwood<br>Chair of LGB   |
| Date of approval:               |  |
| Reason for changes:             | Review due to changes in the ISI Regulatory<br>Commentary as of July 2018.<br><br>Training Updates |
| Next scheduled date for review: | September 2021 or as events or legislation<br>change requires.                                     |

## Appendix A

### Relationships Education – Prep

|   |   |
|---|---|
| <p><b>Families and people who care for me</b></p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ That families are important for children growing up because they can give love, security and stability.</li> <li>▪ 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.</li> <li>▪ That other 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 for them.</li> <li>▪ 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.</li> <li>▪ That marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> |
| <p><b>Caring Friendships</b></p>                  | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>▪ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>▪ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>▪ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>▪ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>   |
| <p><b>Respectful relationships</b></p>            | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>▪ The conventions of courtesy and manners.</li> <li>▪ The importance of self-respect and how this links to their own happiness.</li> <li>▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>  |

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|-----------------------------|--|
|                             | <ul style="list-style-type: none"> <li>▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>▪ What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>▪ The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>   |
| <b>Online relationships</b> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>▪ That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>▪ How information and data is shared and used online.</li> </ul>   |
| <b>Being safe</b>           | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>▪ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>▪ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>▪ How to respond safely and appropriately to adults (in all contexts, including online) they may encounter who they do not know.</li> <li>▪ How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>▪ How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</li> <li>▪ Where to get advice from e.g. family, school and/or other sources.</li> </ul> |

## Relationships and Sex Education – Secondary School

Secondary schools should continue to develop pupils’ knowledge on topics specified for primary schools (see above) and in addition cover the following content by the end of Year 11.

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| <p><b>Families</b></p>                                       | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ That there are different types of committed, stable relationships.</li> <li>▪ How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>▪ What marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>▪ Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>▪ The characteristics and legal status of other types of long-term relationships.</li> <li>▪ The roles and responsibilities of parents with respect to the raising of children.</li> <li>▪ How to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>  |
| <p><b>Respectful relationships including friendships</b></p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ The characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>▪ How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.</li> <li>▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>▪ That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>▪ What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>▪ The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul> |
| <p><b>Online and media</b></p>                               | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.</li> <li>▪ About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>▪ Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>▪ What to do and where to get support to report material or manage issues online.</li> <li>▪ The impact of viewing harmful content.</li> <li>▪ That specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>▪ That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>▪ How information and data is generated, collected, shared and used online.</li> </ul>   |
| <b>Being Safe</b>  | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>▪ How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).</li> </ul>  |
| <b>Intimate and sexual relationships including sexual health</b> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>▪ That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>▪ The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>▪ That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>▪ That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>▪ The facts about the full range of contraceptive choices and options available.</li> <li>▪ The facts around pregnancy including miscarriage.</li> <li>▪ That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>▪ How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>▪ How prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>▪ How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>▪ How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> |