

**GODOLPHIN SCHOOL**

**Sex and Relationship Education  
(Regulatory)**

Reviewed: December 2021

Review: August 2022

Reviewed by: Head, Deputy Head (Pastoral), Head of PSHCEE

Refer also to:

Pastoral Care and Personal Development

Behaviour and Discipline

Boarding

Equality, Diversity and Inclusion

Disability and Accessibility

Computers

Living Together at Godolphin – Anti-Bullying

Sex and Relationship Education

## **General**

**DFE - Relationships education, relationships and sex education (RSE) and health education 2020 can be found here [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-and-health-education-guidance).**

Section 80A of the Education Act can be found here. [Education Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/26/section/80A)

The objective of Sex and Relationship Education (SRE) is to help and support young people through their physical, emotional and moral development.

The success of a school programme firmly embedded in PSHCEE 'will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood'.

In March 2017, the government made an amendment to the Children and Social Work Bill which came into effect from September 2020 (or at the very latest from the start of the summer term of 2021) when the Relationship and Sex Guidance became compulsory in all schools. From July to November 2018, the DfE sought views on draft regulations, statutory guidance and a regulatory impact assessment for relationships and sex education and health education. A recent Barnardo's poll of 11-15 year olds showed that 74% believed that children would be safer if they had age appropriate classes in Sex and Relationship Education. Given the increasing concerns around sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is compelling case to act in relation to pupil safety.

## **Further Guidance**

The following guidance takes account of information provided by Ofsted and DfE in relation to the Marriage (Same Sex Couples) Act 2013 but highlights principles that are equally applicable to other issues.

*It is recognised that schools with a religious ethos will want to reflect that ethos in the teaching they provide and the current framework allows that. There is no curriculum requirement on independent schools to teach about marriage but when they do so they must ensure that what they teach accords with the Independent School Standards, including on pupils' Spiritual, Moral, Social and Cultural development (April 2019). A balanced curriculum is one that, amongst other things, reflects the nature of the world we live in. If marriage were to be discussed in lessons, we would expect teachers to reflect the fact that marriage for same sex couples is part of the law of this country, but there is no requirement on them to endorse it.*

*There is nothing in the Equal Marriage Act that inhibits the rights of teachers or schools to express religious or philosophical views about marriage in lessons. Article 9 of the European Convention on Human Rights guarantees freedom of thought, conscience and religion, and religion or belief is a protected characteristic under the Equality Act 2010. However, teachers and schools must ensure their conduct recognises their responsibilities under those duties to others. Teachers are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involved singling out pupils*

*on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered inappropriate.*

### **What is Sex and Relationship Education?**

Sex and Relationship Education initiates lifelong learning about physical, moral and emotional development, the characteristics of a healthy relationship and the understanding of the importance of marriage and civil partnership. Students will learn about the importance of these in relation to family life and bringing up of children in a stable and loving environment. SRE is also learning about how relationships may affect mental and physical health and wellbeing. It is also about the teaching of sex, sexuality and sexual health.

There are three elements:

- attitudes and values;
- personal and social skills
- knowledge and understanding.
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### **Sex and Relationship Education at Godolphin**

Sex and Relationship Education is delivered formally through the School's PSHCEE (Personal, Social, Health, Cultural and Economic Education) programme known as PSHCEE and through the biology curriculum. Students may receive advice and support on an informal and individual level through tutorial and pastoral care, from the RGN in the Health Centre and the School Medical Officer; also by referral to outside services. The full syllabus of the PSHCEE programme and details of the relevant parts of the biology curriculum (currently being rewritten for September 2022) may be obtained from the Head of PSHCEE or Deputy Head (Pastoral).

The School will:

- provide the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships and teach them about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult
- 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
- 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
- cover contraception, safe sex and how they can access sources of further advice and treatment
- discuss developing intimate, safe, fulfilling and healthy relationships, delaying sexual activity and resisting pressure to have sex (and not applying pressure).
- seek to build self-esteem amongst students, including emotional wellbeing and resilience

- teach the taking on of responsibility and the consequences of one's actions in relation to sexting, sexual activity and parenthood and ensure students understand how the law applies to sexual relationships, sexting, online safety and sending inappropriate images and
- teach the facts and the law about sex, consent, sexuality, sexual health and gender identity in an age-appropriate and inclusive way
- link Sex and Relationship Education with issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol

### **Teaching Strategies**

- In the First Year parents have a talk given by Sister Dandy about Sex Education. Parents will receive a letter, prior to the lesson so that they are made aware of content;
- Materials used are in accordance with the PSHCEE framework and the law with year groups being taught topics in relation to their age and development;
- Inappropriate language will not be used, nor explicit material not related directly to explanation;
- Students are protected from material which is inappropriate, with regard to their age and cultural background;
- The School will ensure that it endeavours to protect students from accessing inappropriate material on the Internet.
- Review content having sought student and parental feedback
- The School will make reasonable adjustments to alleviate disadvantage and be mindful of students with SEN when planning lessons

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Any parent wishing to withdraw their daughter from these lessons should inform the Head. The Head of the Prep will automatically grant a request to withdraw a pupil from any sex education delivered in the Prep School, other than as part of the science curriculum. From September 2020, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

### **Confidentiality**

Confidentiality is important to encourage students to seek advice and in accordance with their obligations as health professionals, the School Medical Officer and RGN in the Health Centre should observe a code of confidentiality i.e.

- Students should be encouraged to inform and involve their parents.
- If the student refuses to do so, her confidentiality should be maintained and appropriate support given.
- There may be exceptions in cases of suspected abuse or exploitation where disclosure is required in accordance with child protection procedures. Such disclosure should always be with the knowledge of the student concerned, and wherever possible with her agreement.

If a student wishes to talk in confidence, **non-medical staff should warn a student in advance that confidential information may be shared with others**; parents have the right to expect that all significant information will be shared with them, especially when it involves their daughter's physical and emotional welfare.

Teachers and health professionals will work together to:

- Ensure that students are informed about where to seek confidential sexual health advice, counselling and treatment. This information does not count as sex education and can be given even if the student has been withdrawn from sex education lessons by her parents.
- Foster links and educate students about how to use services, for example by arranging visits to clinics or by inviting clinic personnel into the School to explain the services on offer, as part of the sex education programme.
- Provide basic information to all, eg a flyer giving clinic times and venues on a School noticeboard.

### **Monitoring and review**

This policy is monitored and reviewed on a regular basis by the Head of PSHCEE and other members of staff. The Head of PSHCEE is responsible for ensuring that the resources and curriculum are kept up to date (eg by reading the national newspapers and the regular newsletters sent by the Family Planning Association, and ensuring staff who deliver the curriculum attend any courses that are deemed necessary).

The Deputy Head (Pastoral) monitors this policy on a regular basis and reports to the Governors on the effectiveness of the policy, as required.