



THE PERSE
SCHOOL
CAMBRIDGE

Relationships Education and, Relationships and Sex Education Policy

The Perse School

September 2023

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1 Introduction

- 1.1 The School believes that effective relationships education and relationships and sex education is essential for young people to make responsible and well-informed decisions throughout their lives. The aim of relationships education and relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life as well as to support and navigate relationships developed throughout childhood and adolescence. The School recognises that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects can support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- 1.2 The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationship education and relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.
- 1.3 The School recognises the aims of this policy are to help to create, model, maintain, review and embed a culture of respect safety, equality and protection.
- 1.4 The School recognises it has a crucial role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual harassment and sexual violence.
- 1.5 The School has a clear set of values and standards upheld and demonstrated throughout all aspects of school life. These are underpinned by the School's *Behaviour and Discipline Policy* and pastoral and support systems as well as by a planned programme of evidence-based relationships education and relationships and sex education programme delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.
- 1.6 The School recognises the central role that the relationships education and relationships and sex education programme plays in key regulatory standards; for example, through the School's accountability to its inspectors' consideration of pupils' personal development, behaviour and welfare; pupils' spiritual, moral, social and cultural development and leadership and management.
- 1.7 The School recognises the role of the pupil voice and the benefits of hearing the lived experience of pupils, in creating, developing and reviewing the relationships education and relationships and sex education programme and school culture.
- 1.8 The School's relationships education and relationships and sex education programme reflects and supports the School's vision and values, including the value to 'value one another and our environment'.

2 Scope and application

- 2.1 This Relationships Education and Relationships and Sex Education Policy applies to the primary (Pelican Nursery and Pre-Preparatory School and Perse Preparatory School) and secondary (Perse Upper School) age phases of the School.

2.2 The policy applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and pupils of the School.

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

3.1.1 Education (Independent School Standards) Regulations 2014;

3.1.2 Statutory framework for the Early Years Foundation Stage (DfE, September 2021);

3.1.3 Education and Skills Act 2008;

3.1.4 Education Act 2002;

3.1.5 Children Act 1989;

3.1.6 Equality Act 2010;

3.1.7 Children and Families Act 2014;

3.1.8 Children and Social Work Act 2017;

3.1.9 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

3.2 This policy has regard to the following guidance and advice:

3.2.1 [Relationships education, relationships and sex education and health education](#) (DfE, September 2021);

3.2.2 [Keeping children safe in education](#) (DfE, September 2023) (**KCSIE**);

3.2.3 [Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children](#) (DfE, July 2018, updated July 2022);

3.2.4 [Behaviour in schools: advice for headteachers and staff 2022](#) (DfE, September 2022)

3.2.5 [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (DfSIT, DfDCMS and UK Council for Child Internet Safety, December 2020);

3.2.6 [Searching, screening and confiscation: advice for schools](#) (DfE, July 2022);

3.2.7 [Relationships education, relationships and sex education and health education FAQs](#) (DfE, July 2020), the Government response to draft *Relationships education and relationships and sex education (RSE) and health education guidance*;

3.2.8 [Relationships, sex and health education: guide for schools](#) (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education;

3.2.9 [Respectful School Communities: Self-Review and Signposting Tool](#) (DfE);

3.2.10 [Tom Bennett's Independent review of behaviour in schools](#) (March 2017);

3.2.11 [Plan your relationships, sex and health curriculum](#) (DfE, February 2022);

- 3.2.12 Teaching about relationships, sex and health (DfE, March 2021);
 - 3.2.13 Teaching online safety in schools (DfE, January 2023);
 - 3.2.14 Review of sexual abuse in schools and colleges (Ofsted, June 2021); and
 - 3.2.15 Political impartiality in schools (DfE, February 2022).
- 3.3 The following School policies, procedures, documents and resources material are relevant to this policy:
- 3.3.1 Safeguarding and Child Protection Policy;
 - 3.3.2 Behaviour and Discipline Policy;
 - 3.3.3 Risk Assessment Policy for Pupil Welfare;
 - 3.3.4 Anti-Bullying Policy;
 - 3.3.5 Disability Policy;
 - 3.3.6 Learning Difficulties Policy;
 - 3.3.7 Inclusion, Equality and Diversity Policy;
 - 3.3.8 Online Safety Policy;
 - 3.3.9 Acceptable Use of ICT Policy for Pupils;
 - 3.3.10 Curriculum Policy;
 - 3.3.11 Pelican School Personal, Social, Health Education and Citizenship Statement; and
 - 3.3.12 Prep School Handbook on Personal, Social, Health and Economic Education (PSHE) Upper School Handbook on Personal, Social, Health and Economic Education (PSHE), Relationships and Sex Education (RSE), Emotional Wellbeing (EW) and Spiritual, Moral, Social and Cultural Education (SMSC).

4 Publication and availability

- 4.1 This policy is published on the School's website and on the parent portal.
- 4.2 This policy is available free of charge in hard copy on request from the School Office.
- 4.3 A copy of this policy is available for inspection from the School Accountant during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 references to the proprietor mean references to the Board of Governors.
 - 5.1.2 references to the Head mean the Head of the Perse Upper School, Perse Preparatory School or Pelican Nursery and Pre-Preparatory School as appropriate.

5.1.3 references to Parent or Parents means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian).

6 Responsibility statement and allocation of tasks

- 6.1 The Board of Governors has overall responsibility for all matters which are the subject of this policy including the approval of this policy.
- 6.2 The Board of Governors is required to ensure that all those with leadership and management responsibilities at the School actively promote the well-being of pupils. The adoption of this policy is part of the Board of Governors' response to this duty.
- 6.3 The School will take a whole school approach to relationships education and relationships and sex education. However the Upper School, Prep School and Pelican School will each appoint an appropriate senior teacher in a leadership role with dedicated time to lead specialist provision (i.e. the Head of PSHE (Upper School), Assistant Head - Pastoral (Prep School) and Deputy Head (Pelican School)) with responsibility for the curriculum area. The subject leader will hold regular meetings with representatives of their school's pupil body, the Executive / Senior Leadership Teams and other members of staff with pastoral responsibilities to ensure the subjects will sit within the context of the School's broader culture, ethos and approach to developing pupils socially, morally, spiritually and culturally, as well as its pastoral care system.
- 6.4 To ensure the efficient discharge of its responsibilities under this policy, the Board of Governors has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Deputy Head (Pupil Development and welfare) – Upper School Deputy Head – Prep School Deputy Head – Pelican School	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Deputy Head (Pupil Development and welfare) – Upper School Assistant Head (Pastoral) – Prep School Deputy Head – Pelican School	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the UK GDPR	Deputy Head (Pupil Development and welfare) – Upper School Assistant Head (Pastoral) – Prep School Deputy Head – Pelican School	As required, and at least termly

Task	Allocated to	When / frequency of review
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes, curriculum and resources under the policy	Head of PSHE – Upper School Assistant Head - Pastoral – Prep School Deputy Head – Pelican School	As required, and at least annually
Formal annual review	Board of Governors	Annually

7 Definition of relationships education and relationships and sex education

7.1 Relationships education for primary education and relationships and sex education for secondary education is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing as well as signposting sources of support for those pupils who have any concerns about relationships. The education provided is fully inclusive and developed to be age and stage of development appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs, needs and vulnerabilities of pupils and parents, with the aim of providing pupils with the knowledge they need.

7.2 Sex education, as part of relationships and sex education in secondary schools includes also the teaching about intimate and sexual relationships, including sexual health, healthy sexual relationships and mutual respect, personal privacy and gender stereotypes. It also includes what the law says about sex, relationships, consent and young people, as well as pornography, broader safeguarding issues and using technology.

7.3 Sex education is not compulsory in primary schools. The School science curriculum policy¹ includes reference to the subject coverage in related areas including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals. In addition, the School delivers sex education for primary age pupils as set out in Appendix 1².

8 Curriculum content³

8.1 By the end of primary education, relationships education will include teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe. The Pelican School PSHE Curriculum and the Prep School PSHE and SMSC

¹ For each school to set out the science curriculum coverage notwithstanding the National Curriculum status.

² The DfE guidance requires primary schools that teach additional sex education to define any sex education they choose to teach other than that covered in the science curriculum.

³ Schools should be mindful of the content in paragraph 130 of KCSIE and the need to have regard to the topics listed there e.g. the curriculum will tackle at age-appropriate stages issues such as: health and respectful relationships; boundaries and consent; stereotyping, prejudice and equality; body confidence and self-esteem; how to recognise an abusive relationship, including coercive behaviour; concepts and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM) and how to access support; and what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Overview detail what each topic covers and when each topic is taught. See Appendix 1 for a broad overview of the curriculum map.

- 8.2 In addition to relationships education, the School will teach sex education including teaching contained in the science curriculum policy about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals and all aspects of reproductive health education and relevant topics outlined in the Upper PSHE, RSE, EW SMSC handbook.
- 8.3 By the end of secondary education, relationships and sex education will include teaching to develop knowledge on the topics specified for primary education. In addition, the curriculum provision will include teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including sexual health.
- 8.4 By the end of secondary education, pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including (but not necessarily limited to): marriage; consent, including the age of consent; violence against women and girls, online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.); pornography; abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs; extremism / radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime and female genital mutilation (FGM).
- 8.5 Whilst statutory requirements do not apply to sixth form, the School will deliver relationships and sex education to sixth form students in formal taught lessons. The School will deliver content including:
- 8.5.1 how to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion;
 - 8.5.2 understanding of the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online);
 - 8.5.3 understanding of their rights in relation to harassment (including online) and stalking, how to respond and how to access support;
 - 8.5.4 understanding of how to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online; and
 - 8.5.5 understanding of how to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy.

These principles will be delivered as they are helpful, especially in supporting pupils in the transition to Higher Education.

9 Equality

- 9.1 The School will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of inclusive relationships education and sex and relationships education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls, as

although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected.

- 9.2 The School will be alive to and address issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled. The School is committed to the approach that the starting point should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys will be boys” as the School recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The School will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.
- 9.3 The School will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole school approach.
- 9.4 As part of this whole school approach, the School (including through the Head of PSHE (Upper), Assistant Head – Pastoral (Prep) and Deputy Head (Pelican), and Executive/Senior Leadership Teams) will meet or otherwise consult with representatives of the pupil body in order to seek pupil views on addressing these issues through the relationships education and relationships and sex education programme and / or School culture.
- 9.5 **Students with special educational needs and disabilities (SEND):** relationships education and relationships and sex education will be accessible for all pupils, including those with SEND and other vulnerabilities, and to ensure this, teaching will be differentiated and personalised. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.
- 9.6 **Lesbian, Gay, Bisexual, Transgender, Queer or Questioning (LGBTQ+):** The School encourages pupils to respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. The School is aware that children who are or perceived to be LGBTQ+ can be targeted by other children and is committed to countering homophobic, biphobic and transphobic abuse. LGBTQ+ inclusion is part of the statutory relationships education and relationships and sex education curriculum and the School will ensure that its teaching is sensitive and age appropriate in content and will consider when it is appropriate to teach pupils about LGBTQ+. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson. School staff will also endeavour to provide a safe space for LGBTQ+ children to speak out or share their views.
- 9.7 The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the Board of Governors of the School to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:
- 9.7.1 in the way it provides education for pupils;
 - 9.7.2 in the way it provides pupils access to any benefit, facility or service; or
 - 9.7.3 subjecting them to any other detriment.

9.8 The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

10 Curriculum delivery

The School will ensure sufficient and regular time is allocated within the curriculum to deliver the relationships education and relationships and sex education curriculum effectively, and in a manner designed to facilitate meaningful discussion.

Curriculum content and curriculum delivery will be underpinned by the School's *Behaviour and Discipline Policy* and pastoral support system, as well as by a planned programme of evidence-based relationships education and relationships and sex education, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

The School often invites visiting speakers to the School to help enhance and enrich the curriculum, its pupil's experiences and broaden their horizons, and this is actively encouraged. Pupils or parents may request a particular speaker, but the official invitation must be extended by a member of staff. The School will ensure that the arrangements for all visiting speakers are suitably assessed before the visit takes place and that clear protocols are followed to ensure that those visiting speakers and any resources used are suitable, compatible with the School's duties, age-appropriate and aligned to the developmental stage of the pupils being taught. This includes following the School's *Visitors and Visiting Speakers Policy*. The School will ensure any visiting speaker is appropriately supervised when on School premises. In the unlikely event that the content, resources or delivery falls outside the School's expectations, or is deemed inappropriate, the School will take appropriate action, which could include stopping the presentation altogether.

The content of the relationships and sex education curriculum is delivered through the curriculum areas of science, PSHE and other relevant departments (e.g. Philosophy, Ethics and Religion - PER) and is also delivered in the following ways:

Pastoral programme:

- tutor time delivered by form tutors
- assembly delivered by members of staff and / or external agencies
- collapsed timetable sessions delivered by members of staff and / or external agencies.

The PSHE, science, PER curriculum (see curriculum map at Appendix 1).

11 Assessment and Pupil Progress

Teachers are expected to plan, teach and assess the subject and measure pupil progress in accordance with the high expectations across the School in other subject areas. This will be regularly monitored and reviewed by the Head of PSHE (Upper School), Assistant Head - Pastoral (Prep School) and Deputy Head (Pelican School).

12 Resources

All resources will be reviewed to ensure they are suitable, compatible with the School's duties, age-appropriate and aligned to the developmental stage of the pupils being taught. The School will regularly assess the resources it will use prior to delivery of the programme and keep the resources under review.

The School may share example resources with parents as part of its consultation and review process.

The Head of PSHE (Upper School), Assistant Head - Pastoral (Prep School) and Deputy Head (Pelican School) will lead the review, collation, assessment and use of these resources.

13 Pupil questions

- 13.1 The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the School's curriculum. The School's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

14 Safeguarding, reports of abuse and confidentiality

- 14.1 The School will follow *Keeping Children Safe in Education (KCSIE)* and will ensure children are taught about safeguarding, including about how to stay safe online and respectful relationships. Appropriate open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. The School recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed or to respond to the incidents or any patterns identified by the School, for example in particular cohorts.
- 14.2 Teachers will follow the School's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's *Safeguarding and Child Protection Policy* if a child protection issue is raised.
- 14.3 In addition, but not alternatively to following the School's *Safeguarding and Child Protection Policy*, teachers will also consider whether any anti-bullying and/or disciplinary issues arise following any pupil concerns and will follow the School's *Behaviour & Discipline Policy* and/or the School's *Anti-Bullying Policy* as appropriate.
- 14.4 The School will encourage students to talk to their parents or carers and support them to do so. The School will also inform students of sources of confidential help, for example, the School nurse, counsellor, GP or local young person's advice service.
- 14.5 Where the school invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

15 Parents' and carers' participation

- 15.1 The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:
- 15.1.1 teaching their children about relationships and sex;
 - 15.1.2 maintaining the culture and ethos of the family;

- 15.1.3 helping their children cope with the emotional and physical aspects of growing up;
- 15.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.
- 15.2 The School will consult with parents and carers in the development and review of this policy and on the content of the relationship education and relationship and sex education programmes, including a sample of resources to be used. See Appendix 2.
- 15.3 The School will communicate to parents what will be taught and when in delivering relationships education and relationships and sex education. See Appendix 2.
- 15.4 The school will regularly engage with parents and carers to seek their views on the quality of relationship education and relationships and sex education and on School culture.
- 15.5 It will also keep in regular contact with parents and carers reinforcing the importance of children being safe online as technology is a significant component in many safeguarding and wellbeing issues, particularly those related to child on child abuse.
- 15.6 Parents and carers of pupils at the Upper School have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The School will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.
- 15.7 Following a request to withdraw in relation to a pupil at the Upper School, the Deputy Head (Pupil development and welfare) will request a discussion with the child's parents or carers, and where appropriate, with the child. Following that discussion, except in exceptional circumstances, the School should respect the parents' or carers' request to withdraw the child, up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School should make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances where the Head may want to take into account a pupil's specific needs arising from their special educational needs or disability into account when making this decision. Any discussions and decisions will be documented by the School.
- 15.8 Parents and carers of pupils at the Pelican and Prep Schools have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at primary age except for those parts included in the science curriculum. The individual subjects are identified in the overview of the delivery of teaching units coverage across curriculum areas tables included in Appendix 1.
- 15.9 The Head will automatically grant a request to withdraw a pupil from any sex education delivered in the Pelican and Prep Schools, other than as part of the science curriculum (see Appendix 1).
- 15.10 The parents' and carers' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the School. There is no right to withdraw from relationships education.
- 16 Consultation**
- 16.1 This policy has been produced and will be reviewed in consultation with parents and carers, teachers and pupils and seeks to take into account the views of the School community.

17 Training

- 17.1 The School will carefully consider the suitability of staff teaching relationships education and relationships and sex education and will ensure that they are committed to the priority the School affords to the subject and to professional development in the subject. The School will provide additional resources to staff who are not specialists in the subject in order that they can successfully implement the curriculum.
- 17.2 The School will ensure appropriate training for staff on expressing personal opinions and the use of external resources and visiting speakers.
- 17.3 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 17.4 The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role. This will include training of all teaching and pastoral staff in accordance with the Department for Education teacher training materials in respect of relationships education and relationships and sex education. High-quality, specific training will be provided for teachers delivering RSE and the School will review the adequacy of that training at all levels, to ensure that it is fit for purpose.
- 17.5 The School maintains written records of all staff training.

18 Record keeping

- 18.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 18.2 All matters arising from this policy involving a child protection issue will be recorded and dealt with under the School's *Safeguarding and Child Protection Policy*, including incidents involving sexual harassment and sexual violence.
- 18.3 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's *Data Protection Policy* and *Information Security and Sharing Data Guidance*.

19 Monitoring, evaluation and review

- 19.1 The roles with responsibility for PSHE, science and other relevant subject leaders are as follows:
- 19.1.1 Upper School: Head of PSHE, Head of Biology, Head of PER and Section Heads;
- 19.1.2 Prep School: Head of PSHE and Head of Science; Head of Computing
- 19.1.3 Pelican School: Pastoral Lead.
- 19.2 They will ensure that:

- 19.2.1 all schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;
- 19.2.2 colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery, assessment and pupil progress conforms to the guidelines set down in the policy and its appendices;
- 19.2.3 staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;
- 19.2.4 any review of the programme includes an opportunity for the views of teachers, pupils and parents to be considered;
- 19.2.5 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy and the statutory guidance Relationships Education, Relationships and Sex Education and Health Education (DfE, September 2021).

20 Version control

Date of adoption of this policy	6 th September 2023
Date of last review of this policy	27 th June 2023
Date for next review of this policy	June 2024
Policy owner (SMT)	Deputy Head (Pupil development and Welfare)
Authorised by	Jonathan Scott On behalf of the Board of Governors

Appendix 1 - Relationship Education and Relationships and Sex Education curriculum map

Overview of the delivery of teaching units coverage across curriculum areas – Upper School.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
The Personal, Social, Health and Economic Education (PSHEE) curriculum is taught formally in lessons to tutor groups. Year 7-9 have 40 minutes PSHEE per fortnight and 40 minutes of Emotional Wellbeing per fortnight. Year 10, 12 and 13 have 60 minutes per fortnight and year 11 have 40 minutes per fortnight. This is complemented by a programme of visiting speakers, tutorial sessions and assemblies.						
+ Workshops on period education – Oct + Anti-bullying workshop-Nov	+ Visiting speaker on social media and the law - Oct	+ 2 additional sessions on period education - Nov + Visiting speaker on online addiction - Oct	+ Visiting speaker on alcohol and the party scene – Nov +Visiting speaker on RSE - March + Visiting speaker on drug awareness - June		Sixth form have an extended visiting speaker programme. Please see below for details.	
Living in the wider world	Healthy Relationships	Living in the wider world	Healthy Relationships	Living in the wider world	Managing Change 3 01 Introduction to sixth form life: PSHE Ground rules and time management	Keeping Safe 3 01 Managing risk and personal safety.
Managing Change 1 01 What is PSHE education and who are my trusted adults? 02 Managing the change to secondary school	Respectful relationships 1 01 What do we mean by identity and protected characteristics 02 Why might stereotypes be harmful? 03 How do we encourage respect and tolerance in our community?	Safer online lives 2 01 Cybersafety and social media rules and managing the social media footprint 02 Online gaming and gambling – managing risk 03 Cybercrime awareness including the dark web and managing risk.	Respectful Relationships 2 01 Inclusion, Equality and Diversity challenging stereotypes 02 Youth activism and engaging with politics 03 Critical approaches to social media	Money and career skills 1 01 Unifrog and Careers Planning 02 CV writing and work place application forms 03 Money management – tax, debt and budgeting 04 Money management – learning to save	Drug Awareness 4 02 Alcohol and the party scene 03 Drugs and managing risk and personal safety including caffeine and study aids	Mental Health 4 02 Mental Health and suicide prevention Healthy intimate Relationships 5 03 Tackling coercive control
Safer online lives 1 03 What are my online rights and responsibilities? 04 How do I manage online risks? (Including blocking and reporting content)	Relationships 04 Qualities of healthy friendships online and offline		Health and wellbeing		Mental Health 3 04 Body image inc. gym culture and supplements 05 Accessing and evaluating mental health support	Respectful Relationships 5 04 3 Discussing LGBTQIA+ Sex education 3 05 Reproductive health
Healthy Relationships	05 What behaviours are ok with my peer group – recognising and challenging abuse	Intimate relationships and consent 04 What do we mean by consent – sexual consent and the law	Mental Health 2 04 Recognising the most common mental health concerns. 05 How can I support the mental health of others?	Healthy Relationships	Respectful Relationships 3 06 IED RACE	06 Contraception and STI prevention
My relationships 05 What are the characteristics of healthy relationships and how do I	Healthy intimate relationships 1	05 Understanding how we communicate about		Healthy intimate relationships 3 05 Healthy relationships: abusive relationships including	Healthy intimate relationships 4 07 Building and maintaining healthy	Money + career skills 3 07 Planning your future finances

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
manage them?	06 What do we mean by a healthy intimate relationship?	consent 06 Managing risk around image sharing and consent		sexual violence and coercive control	intimate relationships	08 Post A Level budgeting and university finance
06 Healthy relationships and different types of families.	07 What are my rights in intimate relationships?	07 The reporting process: how we report things we are worried about and the role of the SMLO	Healthy Relationships	06 Pregnancy choices 07 Reproductive health and fertility	08 Acceptable and unacceptable behaviours in intimate relationships 09 Tackling sexual harassment	
07 Anti-bullying; what anti-bullying means and how we tackle it 08 How do we challenging cyber bullying?	08 What are my rights over my body (considering abuse and FGM, honour-based violence and forced marriage). Sex Education 1 09 Introduction to sexual consent and reasons for delaying sex. 10 Introduction to contraception and STI prevention		Healthy intimate relationships 2 06 Exploring what we mean by gender identity and sexual orientation 07 Key features of a healthy intimate relationship recap including online intimate behaviour	08 The roles and responsibilities of parents	Respectful relationships 4 10 IED 2 Discussing sexuality	Respectful Relationships 6 09 IED 4 Discussing faith
Health and wellbeing		Mental Health 1 08 Building a healthy body image	08 Sexual consent, understanding sexual harassment and managing sexual pressure 09 Challenging pornography and its stereotypes.	Health and wellbeing		Living in the wider world 10 Politics and voting
Puberty 09 Puberty and how it changes my body 10 Puberty and how it changes my feelings	Living in the wider world	09 Body image in a digital age 10 Eating disorders, how to identify them and where to get support	Sex Education 2 10 Contraception / STI prevention options 11 How to use and access contraception	Recognising if I am unwell 09 Recognising and dealing with cancer 10 Self-examination for most common forms of cancer 11 Managing my health inc. registering at GP and dentist and dental care	Visiting speakers	
	Money + career skills 1 11 Money skills budgeting and saving 12 Money skills bank accounts, bank statements and borrowing		12 STIs and how they are transmitted, prevented and how to access further support and help		Mich term: Social Media and the Law Mental Health and Self harm – raising awareness – Holly Powell Jones Julie Johnson – Party scene	Mich term: Gambling Addiction and mental health – Patrick Foster
Fuelling my body 11 What we mean by a healthy sleep routine. 12 Healthy sleep strategies 13 What is a balanced diet? 14 Preparing and budgeting for a balanced diet	13 Unifrog – what are my skills and strengths? Health and wellbeing	Drug awareness 2 11 Alcohol its effects and the law on alcohol 12 Managing risks around alcohol including addiction Living in the wider world	Health and wellbeing	Living in the wider world	Lent term: Understanding the law – Russell Robinson	Summer term Jo Baldwin – University finance
	Drug awareness 1 14 What do we mean by	Keeping safe 2 13 How to stay safe as I	Drug Awareness 3 13 Drugs and the law including	Managing Change 2 12 Transition to life beyond GCSEs	Summer term John Hoskison - Making good choices	

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
15 How do food and exercise support my wellbeing?	drugs? Introduction to the risks of non-controlled substances including caffeine and sugar	get more independence? 14 Personal Safety 15 Managing reputational risk online and offline 16 Knife crime and staying safe	supply and possession 14 Drugs and their mental health risks and addiction and managing pressure around substance misuse 15 Case study learning in alcohol, vaping and cannabis. Challenging myths and managing risks 16 Drugs and gang related risk including county lines related risk			
16 Road Safety				15 Physical risks and consequences of drugs: prescription and illegal 16 Smoking and vaping: consequences and the law		

Respectful relationships	Family and friends	Online safety	Physical health	Mental wellbeing	Drug Awareness
Intimate relationships	Sex education	Managing change	Personal safety	Economic wellbeing	

Overview of the delivery of teaching units coverage across curriculum areas – Prep School.

Subjects relating to the sex education curriculum are underlined in the table below. Parents have the right to request that their child be withdrawn from any aspect of the sex education curriculum listed under the PSHE and Other columns (see paragraphs 15.8 and 15.9 above).

Year group	Science	PSHE	Form Time – Emotional Wellbeing Lessons	Other
Year 3	<p>Life cycles & life processes touches on reproduction</p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care.</p>	<p>Relationships:</p> <ul style="list-style-type: none"> Managing transition to a new school Anti-bullying and reporting concerns Positive friendships; cooperation, being kind, having more than one friend Recognising respectful behaviour; compassion, diversity, and inclusion What makes a family, features of family life <p>Living in a Wider World</p> <ul style="list-style-type: none"> Different jobs and skills: job stereotypes and personal goals, The difference between online and offline identities, online relationships, and behaviour Global Citizenship, Individual and community responsibility for taking care of the planet <p>Health and Wellbeing</p> <ul style="list-style-type: none"> Looking after physical and mental health – balanced lifestyles Emergencies What makes us and others happy What affects feelings, expressing and naming feelings Personal strengths and achievements; managing and reframing setbacks 	<p>Self-awareness – understanding strengths and challenges, how you might feel, growth mindset, mindfulness, aspirations for the future.</p> <p>Decision Making skills – understanding responsibilities, my values and morals</p> <p>Relationships – friendship skills, effective communication, conflict resolution</p> <p>Social Awareness – manners, empathy, kindness</p>	<p>Mental Health Awareness Week,</p> <p>Anti-bullying Week</p> <p>Life Education Bus ('It's great to be me' - organs of the body, impact on the body of cigarettes and alcohol)</p> <p>Online-Safety Day</p> <p>British Values Assemblies</p> <p>Holyrood Howe Healthy eating workshops</p>

This curriculum is delivered in PSHE lessons (35mins every week) and in Form Lessons (35mins every other week). Additionally, time is allocated to RSE in the assembly programme and in our annual Wellbeing Week. Blocks of science lessons are also used to deliver some of the health education topics.

Year group	Science	PSHE	Form Time – Emotional Wellbeing Lessons	Other
Year 4	Healthy eating and benefits of exercise	<p>Relationships:</p> <ul style="list-style-type: none"> • Anti-bullying and the impact of hurtful behaviour • Personal boundaries and consent – understanding safe and unsafe touch • Respectful relationships online • Respecting differences and similarities; discussing difference sensitively <p>Living in a Wider World</p> <ul style="list-style-type: none"> • Online Bullying -recognising and describing ways people can be bullied through a range of media • recognising healthy and unhealthy online behaviours and the impact of technology usage • Keeping safe: road, rail, water, emergencies • Germs, coping with illness, medicines, and household products • Making decisions about money and keeping money safe <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Looking after physical health – risks and hazards; making healthy lifestyle choices • Looking after mental health; strong emotions of worry, anger, bereavement, and loss • Personal identity; self-reflection and awareness; positive self-talk 	<p>Self-awareness – building confidence, levels of emotions, growth mindset, mindfulness, dreams take work</p> <p>Decision Making skills – core values, owning your choices, problem-solving and giving time for reflection.</p> <p>Relationships – a perfect friend, understanding healthy relationships, conversation skills, negotiation and compromise.</p> <p>Social Awareness –_social expectations, empathy, kindness and compassion, celebrating diversity.</p>	<p>Mental Health Awareness Week</p> <p>Anti-bullying Week</p> <p>Trip to Hazard Alley Safety Centre</p> <p>Online-Safety Day</p> <p>British Values Assemblies</p>

This curriculum is delivered in PSHE lessons (35mins every week) and in Form Lessons (35mins every other week). Additionally, time is allocated to RSE in the assembly programme and in our annual Wellbeing Week. Blocks of science lessons are also used to deliver some of the health education topics.

Year group	Science	PSHE	Form Time – Emotional Wellbeing Lessons	Other
Year 5	Human Life-cycle: includes the physical and emotional changes at puberty; external genitalia; support with puberty and menstruation	<p>Relationships:</p> <ul style="list-style-type: none"> Managing friendship choices and belonging in groups; peer influence. Losing face Recognising and managing pressure; consent in different situations Expressing opinions and respecting other points of view, including discussing topical issues <p>Living in a Wider World</p> <ul style="list-style-type: none"> Compassion towards others, understanding neurodivergence Peer pressure and media viewing. Cyberbullying and anonymity; how identity online can be copied, modified, or altered. Identifying job interests and aspirations; what influences career choices <p>Health and Wellbeing</p> <ul style="list-style-type: none"> How the brain works and wellbeing, sleep hygiene, different types of learners, autism, dyslexia. Body image and the media Personal hygiene routines Keeping safe in different situations, First aid and emergencies. Drug awareness and the law; age ratings and restrictions 	<p>Self-awareness – positive self-talk, emotional vocabulary, understanding strengths and challenges, growth mindset, mindfulness, aspirations for the future</p> <p>Decision Making skills – making good choices, values and morals, problem-solving scenarios, ethical decision making</p> <p>Relationships – evaluating your friendship skills, relationships ‘maker or breaker’, conflict resolution skills</p> <p>Social Awareness – Being a good sport, perspective taking to solve problems, empathy, celebrating diversity.</p>	<p>Mental Health Awareness Week</p> <p>Anti-bullying Week,</p> <p>Life Education Bus (‘Decisions’ - the human body and the effects of drugs, peer influence and individual choice)</p> <p>Online-Safety Day Karl Hopwood Online Safety workshop</p> <p>British Values Assemblies</p> <p><u>Single-sex group talks about growing up, puberty, hormones, self-care, including menstruation</u></p>

This curriculum is delivered in PSHE lessons (35mins every week) and in Form Lessons (35mins every other week). Additionally, time is allocated to RSE in the assembly programme and in our annual Wellbeing Week. Blocks of science lessons are also used to deliver some of the health education topics.

Year	Science	PSHE	Form Time – Emotional Wellbeing Lessons	Other
Year 6	Human reproduction includes: Male & female reproductive systems Intercourse, fertilisation (including IVF) Implantation Foetal development & childbirth (briefly)	<p>Relationships:</p> <ul style="list-style-type: none"> • Anti-bullying • Responding respectfully to a wide range of people; recognising prejudice and discrimination • Attraction to others; romantic relationships; civil partnership and marriage • Feeling safe; consent and assertiveness <p>Living in a Wider World</p> <ul style="list-style-type: none"> • Valuing diversity: stereotypes and the influence they have on attitudes towards different groups; challenging discrimination • Evaluating media sources; only sharing appropriate images and what to do if they take, share or see something inappropriate • Influences and attitudes to money; value for money and being a critical consumer; financial risks including online. <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • What affects mental health and ways to take care of it, time online and its links to healthy lifestyle and wellbeing • Revisit emotional changes at puberty • Increasing independence; managing change and transition • Keeping personal information safe; regulations and choices; age restrictions for social media, TV games and gaming are important. 	<p>Self-awareness – my positive qualities, my expertise, my core values, growth mindset, mindfulness, self-advocacy</p> <p>Decision Making skills - qualities of a leader, core values, understanding consequences of your decisions, the developing brain in decision making, ethical leadership</p> <p>Relationships – friends vs acquaintances, evaluating your friendship skills, healthy relationships, conversation skills, conflict resolution</p> <p>Social Awareness – disagreeing respectfully, challenging stereotypes, acceptance, and inclusion.</p>	<p>Annual Mental Health Awareness Week</p> <p>Anti-bullying Week</p> <p>Online-Safety Day Karl Hopwood Online Safety workshop</p> <p>British Values Assemblies</p> <p><u>Single-sex group talks about growing up, puberty, hormones, self-care, including menstruation</u></p>

This curriculum is delivered in PSHE lessons (35mins every week) and in Form Lessons (35mins every other week). Additionally, time is allocated to RSE in the assembly programme and in our annual Wellbeing Week. Blocks of science lessons are also used to deliver some of the health education topics.

Overview of the delivery of teaching units coverage across curriculum areas – Pelican Nursery and Pre-Prep School.

The Cambridgeshire PSHE scheme is followed by all year groups. Lessons are tailored to the needs of the children. Nursery will take part in adapted lessons for their age group based upon the foundation stage lessons in the scheme. Within the scheme there are a wealth of activities related to each objective. The PSHE co-ordinator will use their professional judgement to chose the most appropriate activities for the class or the year group.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursery	Settling in Story time and circle time	Beginning and Belonging Nursery specific	My Emotions Nursery specific	Me and My World Nursery specific	My Body and Growing Up Nursery specific	Healthy Lifestyles Nursery specific
Reception	Family and Friends (incl. anti-bullying) MMR2 FFF	My Emotions MMR3 MEF	Identities & Diversity Cit1 IDF	My Body and Growing Up HSL1 BGF	Keeping Safe (incl. Drug Education) HSL 2 KSF	Healthy Lifestyles HSL3 HLF
Year 1	Beginning and Belonging MMR4 BB12	Family and Friends MMR6 FF12 Anti-bullying MMR7 AB12	Diversity and Communities Cit4 DC12	Sex & Relationships Education HSL6 SR1 Drug Education HSL8 DE12	Personal Safety HSL9 PS12	Managing Change MMR8 MC12
Year 2	Rights, Rules and Responsibilities Cit5 RR12	My Emotions MMR5 ME12 Anti-bullying MMR7 AB12	Working Together Cit3 WT12 Financial Capability EW1 FC12	Sex & Relationships Education HSL10 SR2 Drug Education HSL8 DE12	Managing Risk HSL4 MR12 Safety Contexts HSL5 SC12	Healthy Lifestyles HSL7 HL12

This curriculum is taught to each group for 30 minutes weekly. In addition, the new social and emotional work THINKEQUAL is taught by class teachers between 2-3 times a week and lasting for approximately 20 minutes a session. In addition, themes within the PSHE scheme and THINKEQUAL scheme are reiterated through the assembly programme which takes place daily.

Appendix 2 - Parents' consultation

General principles

The School will consult with parents when developing and reviewing its policies for relationships education and relationships and sex education, which help inform its decisions on when and how certain curriculum content is covered and how it is delivered. This consultation will include giving the space and time for parents to input, ask questions, share concerns and for the School to decide the way forward.

The School will listen to parents' views, and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a parental veto on curriculum content or delivery.

As part of this consultation with parents The School will provide examples of the resources it plans to use, for example the books which will be used in lessons. The School may adapt its timescales, process and content to respond to the needs of the School and pupils.