



## **Relationships and Sex Education (RSE) Policy (Prep)**

At the time of writing this policy, the Preparatory Department, following consultation with parents decided not to adopt a programme of study for sex education.

### **1. Introduction and Aims**

Manchester High School for Girls aims to provide a safe, friendly and supportive environment in which each pupil knows that they are valued equally as an individual and in which the pastoral, social and academic needs are met in an atmosphere of mutual respect, toleration and support.

This Relationships and Sex Education (RSE) Policy is underpinned by the school values of respect for others, honesty and the development of caring relationships. It will uphold the standards of inclusivity, meet the needs of all our pupils and will be set within a broader base of the growth of self-esteem and responsibility for the consequences of one's behaviour.

The aim of relationships and health education at Manchester High School for Girls, is to give our pupils the information they need to help develop healthy, nurturing relationships. In a modern world which facilitates the search for knowledge effortlessly, we believe it is important for young minds to be adequately prepared and equipped with the skills to safely navigate the internet.

The relationships and health education programme of study provided by Manchester High School for Girls, is intended to complement and support the role of parents in educating their children.

The intended outcome of our programme of study is that pupils will:

- Know and understand the positive effects of healthy and respectful relationships.
- Understand that they have a right to healthy and respectful relationships.
- Understand that they have a responsibility to make informed decisions about healthy and respectful relationships.
- Develop the skills of identifying when a relationship is not healthy and/or respectful.
- Develop the attributes to manage their relationships effectively.

### **2. Legislation and Guidance**

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

- Children Act 1989
- Children and Social Work Act 2017
- Education (Independent School Standards) Regulations 2014
- Education Act (1996)
- Education and Skills Act 2008
- Government consultation response (February 2019)
- Keeping Children Safe in Education (September 2022)
- Learning and Skills Act (2000)
- Mental Health and Behaviour in schools (November 2014)
- Relationships Education, Relationships and Sex Education, and Health Education in England (2019)
- SEND code of practice: 0 to 25 years (September 2014)
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, August 2016)
- Sexual violence and sexual harassment between children in schools (May 2018)
- Statutory guidance from the DfE Relationships education, relationships and sex education and health education (DfE, June 2019)
- The Equality Act 2010
- The Independent Schools Standards (April 2019)

### 3. Definitions and terms used in this policy

The revised Department for Education statutory guidance states that from September 2021 all schools must deliver relationships education (in Primary Schools) and must deliver relationship and sex education (in Secondary Schools).

**Relationships Education** is the term used in reference to the **Preparatory School** curriculum, with a focus on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. There is no right to withdraw from Relationships Education as it is compulsory in all primary schools.

**Health Education:** is the term used in reference to the aspect of the curriculum in the **Preparatory School**, which covers mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, health and prevention, basic first aid and growth and changing body, including puberty. There is no right to withdraw from Health Education as it is compulsory in all primary schools.

**Relationship and Sex Education (RSE)** is the term used in reference to the **Secondary School** curriculum. The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will 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 will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not

applying pressure onto others). It will teach what acceptable and unacceptable behaviour in a relationship is. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Parents have the right to request that their child be withdrawn from some or all of the statutory RSE. (See Parent: Right to withdraw, page 5)

#### **4. Consultation:**

The RSE policy and curriculum has been produced in line with statutory guidance from the Department for Education, with input from staff and in consultation with parents, via a survey and parent forums. Manchester High School for Girls is committed to working collaboratively with parents, building on what pupils learn at home. This policy and the RSE curriculum reflects our School's context and diverse nature as well as recognising that the role of educating every girl is a partnership between home and school.

We aim to always deliver content in a sensitive, objective and balanced manner to enable girls to comprehend the range of social attitudes and behaviour in modern-day society. This will empower them to consider their own attitudes and actions and make informed, reasoned and responsible decisions while they are at school, at home and in adult life. Moving forwards, pupil voice will be used to review and tailor the Relationship and Sex Education programme.

#### **5. Curriculum Content and Delivery**

Relationships and health education in the Preparatory Department at Manchester High School for Girls is taught by teachers from the Preparatory Department and is underpinned by a wider cultivation and practice of resilience and growth of the character of the individual. Pupils will be encouraged to develop their personal traits of honesty, integrity, courage, humility, kindness, generously, trustworthiness and a sense of justice. This will be encompassed in an enhancement of self-respect and self-worth.

Pupils will be taught about family relationships and friendships, as part of becoming a successful and happy adult. Pupils will be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing. Internet safety will be addressed regularly across the programme of study. Pupils will be taught the rules and principles for keeping safe on line. This will include how to recognise risks, harmful content and contact and how to report issues and to whom. Pupils will be taught how data is collected and shared.

The RSE curriculum is embedded within the whole school PSHE curriculum to support young people with their emotional, physical and moral development, helping young people learn to respect themselves and others, and move with confidence from childhood, to adolescence to adulthood. The different elements of RSE are interdependent and age appropriate to build positive and safe relationships in order to thrive in modern Britain, under the following RSE themes:

- Healthy, Caring and Respectful Relationships (families and friends)
- Health and Wellbeing
- Keeping Safe
- Growing and Changing
- Living in the Wider World
- My Future Self (developing self-esteem, confidence and independence)
- Online / Digital Safety

RSE topics fall under all of these themes and are taught within the PSHE curriculum but may also be covered across the curriculum in assemblies or subjects such as Science.

Teaching methods include:

- Discussion, including ground rules outlining the manner in which lessons operate.
- Individual, paired and group work, generating and sharing ideas and understanding. Such discourse will be stimulated by watching/reading relevant material and exploring the information presented by teachers.

## **6. Governors Roles and responsibilities:**

The Board of Governors have overall responsibility for all matters which are the subject of the Relationship and Sex Education policy including the approval of this policy.

The Board of Governors are required to ensure that all those in school with leadership and management responsibilities, actively promote the healthy wellbeing of pupils. The adoption of this policy is part of the Board of Governors' response to this duty.

The Board of Governors will ensure that this policy is kept up to date, in line with the law and best practice.

## **7. School Roles and responsibilities:**

**Policy:** Manchester High School for Girls has a legal responsibility to generate an up-to-date Relationships and Sex Education Policy which is available to parents. This policy will describe how relationships and sex education will be delivered throughout the curriculum, who will deliver the curriculum and information about the 'right to withdraw'. The school will also communicate to parents when relationships and sex education will be delivered in each year group.

**Review:** The Relationships and Sex Education Policy will be reviewed at least every eighteen months by the Head of Preparatory Department to ensure that it continues to meet the needs of the pupils, staff and parents and that it is in line with the current Department for Education advice and guidance.

Any review of the programme will include an opportunity for the views of parents to be considered.

**Resources:** Manchester High School for Girls will ensure that all materials used in school for the teaching of relationships and health education will be in accordance with the law. Inappropriate images will not be used, nor any explicit material not directly related to an explanation. All materials will be evaluated to ensure that they are age appropriate, including material from outside providers.

**Pupils with special educational needs and disabilities (SEND):** relationships education, health education and relationships and sex education will be accessible for all pupils. Manchester High School for Girls will ensure that 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 preparing materials and resources that the needs of all pupils are met.

## **8. Parent Roles and responsibilities:**

Manchester High School for Girls recognises that parents play a vital role in teaching their children about relationships and sex education, through maintaining the culture and ethos of the family, helping their children to navigate the physical and emotional challenges of growing up and empowering them with the confidence to manage the decisions they will face.

The School will consult with parents and carers in the development and review of this policy and on the content of our Relationship and Health Education programme. (See 4. Consultation Page: 3)

**Right to withdraw:** Parents do not have the right to request that their child be withdrawn from any aspect of Relationships or Health Education delivered as part of statutory RSE, or Science curriculum focusing on the biological aspects of growth and reproduction; however, parents do have the right to request to withdraw their child from any sex education taught in the Preparatory Department as part of the RSE curriculum. Parents will be notified of any sex education taught in the Preparatory Department. Such a request to withdraw should be put in writing to the Head of Preparatory Department with a view to a discussion, based in the calcification of the request and the nature and purpose of the curriculum. This process will be documented.

The School will make alternative arrangements for pupils in each case so that they receive appropriate, purposeful education during the period of withdrawal.

## **9. Teacher Roles and responsibilities:**

Pupils have a right to expect School to provide a safe and secure environment at all times. Teachers have a responsibility therefore to generate such an environment always, including during the teaching of relationships and sex education.

Teachers have a responsibility to understand that effective relationship and sex education must bring about an understanding of what is and is not acceptable in a relationship. This can lead to the disclosure of a child protection issue. As such, teachers have a responsibility to make it clear to pupils that they cannot guarantee confidentiality and will need to share any concerns with the Designated Safeguarding Lead, in line with the Child Protection Policy.

All teachers and those contributing to relationship and sex education from an external agency are expected to work within the agreed values framework as outlined in this policy, which is in line with current legislation. Personal values and beliefs must not influence the teaching of relationship and sex education.

Teachers and guest speakers have a responsibility not to answer any misdirected questions which they feel could be inappropriate for the whole class. In this instance the individual will be directed to an appropriate person, e.g. the School Nurse and report the incident to the Designated Safeguarding Lead. A teacher and guest speaker will not answer a question of a personal nature when teaching relationship and sex education and should such a question be asked, remind the pupil of the ground rules, which will have been set before the lesson commences.

## **10. Pupil Roles and responsibilities:**

Pupils have a responsibility to respect the learning environment of the classroom, to ensure that their behaviour does not make someone else feel uncomfortable and must always help generate an environment of mutual respect.

When in class, pupils have a responsibility to engage fully in the process of learning with regards to relationship and sex education and not to ask questions of a personal nature.

## **11: Safeguarding, reports of abuse and confidentiality**

The School will follow Keeping Children Safe in Education (KCSIE) and will ensure children are taught about safeguarding, including how to stay safe online. Pupils will also be made aware of how to raise concerns.

The School will ensure that the principles and guidance outlined in the Manchester High School for Girls policy for Child Protection and Safeguarding Policy are withstood at all times.

Where the school invites external agencies to support the delivery of relationship and sex education, the School will agree in advance of the session, how a safeguarding disclosure will be dealt with by the external visitor.

### **13. Monitoring, evaluation and review**

The Head and Deputy of Preparatory Department and Science Subject Leader, will ensure that:

1. All schemes of work are reviewed on a regular basis to assess the content. Equally, that everything defined within the policy is accurate and conforms to current guidance.
2. All staff delivering this curriculum will be familiar with this policy and ensure that delivery conforms to the guidelines set down in the policy and its appendices and highlight any training needs.

Drafted by the Head of the Preparatory Department October 2022

Reviewed and Approved by the Academic Development Committee October 2022

Appendix: Preparatory Department RSE Scheme of Work

Reception Learning Objectives Personal Social and Emotional Education		
ELG	RSE Curriculum Link	Topic
<p><b>ELG: Self-Regulation</b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> </ul>	<p><b>Mental Wellbeing</b></p>	<p><b>myHappymind (Term 1 onwards)</b></p> <p><b>Keeping Healthy (Term 3)</b></p>
<p><b>ELG: Managing Self</b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>	<p><b>Healthy Eating</b></p> <p><b>Health and Prevention</b></p> <p><b>Physical Health and Fitness</b></p> <p><b>Internet Safety and Harms</b></p> <p><b>Online Relationships</b></p> <p><b>Being Safe</b></p>	<p><b>Keeping Healthy (Term 3)</b></p> <p><b>Keeping Safe (Term 3)</b></p>
<p><b>ELG: Building Relationships</b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> <li>- Form positive attachments to adults and friendships with peers</li> <li>- Show sensitivity to their own and to others' needs</li> </ul>	<p><b>Families and People Who Care for Me</b></p> <p><b>Respectful Relationships</b></p> <p><b>Caring Friendship</b></p>	<p><b>Marvellous Me (Term 1)</b></p> <p><b>Colour and Celebrations (Term 1)</b></p> <p><b>People Who Help Us (Term 2)</b></p> <p><b>Friendship (Term 2)</b></p>
<p><b>ELG: People, Culture and Communities</b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> </ul>	<p><b>Respectful Relationships</b></p>	<p><b>Colour and Celebrations (Term 1)</b></p>



### **In Year 1, children will learn about:**

**Friendships and developing positive relationships**  
**Understanding families and that families are important to give love, security and stability**  
**Self-respect and happiness**  
**Impulsive and considered behaviour**  
**Our similarities and differences, what makes us special**  
**Emotions and feelings**  
**Positive real life choices and feelings**  
**How to care for one another**  
**Borrowing and sharing**  
**Responsibility**  
**Our behaviour and bullying**  
**Keeping safe, including in the sun**  
**How to manage risk**  
**How to get help and advice**  
**Healthy eating, physical activity and balanced diet**  
**Relaxation**  
**Growing and changing**  
**Germes and hygiene**  
**Use the internet safely**  
**People may behave differently online or pretend to be someone they are not**  
**Secrets and surprises**

### **Year 2, children will learn about:**

**Respecting others**  
**Similarities and differences between people from different countries**  
**Sharing, friendship and kindness**  
**Manners and courtesy**  
**Know what I am good at and set targets**  
**Growth mindset**  
**Positive real life choices**  
**Know about different types of bullying and teasing, and who can help**  
**Recognise how our behaviour affects others**  
**Taking responsibility for our actions and understanding consequences**  
**Family and friends should care for each other**  
**Families are all different and offer stability and love**  
**Feelings and emotions including love, change and loss**  
**Keeping safe, including road safety**  
**Personal hygiene**  
**Healthy eating, physical activity and healthy, balanced lifestyle**  
**Relaxation and breathing**  
**Muscles**  
**Identify and respect similarities and differences between males and females**  
**Gender stereotypes**  
**Physical and emotional changes of growing from young to old**

### **In Year 3, children will learn about:**

**Recognise harmful content online, risks and how to report them**  
**Online behaviour and safety, privacy and keeping data secure**  
**Positive and caring friendships, resolving conflict**  
**Know how to spot problems and find ways of dealing with them**  
**Understanding bullying, impact and support**  
**Healthy families, all different, love and support each other**  
**Boundaries and staying safe (including online)**  
**Listening to others and show consideration for other people's views**  
**Responsibility for actions**  
**Work collaboratively, good communication**

**Respectful relationships and trust, empathy**  
**Choices and consequences**  
**Awareness of physical, emotional, mental health**  
**Relaxation**  
**Resilience and self-awareness**  
**Know how to identify ways to improve the environment**  
**First aid**  
**Changes as we grow**  
**Personal hygiene**  
**Sleep hygiene**  
**Our community**  
**Health and exercise**  
**Emergencies**  
**Important of being part of a community**

**In Year 4, children will learn about:**

**Stereotypes**  
**Self-esteem, self-respect, resilience and persistence – link to happiness**  
**New challenges and when to seek help**  
**Caring friendships**  
**Attitude, behaviour and peer pressure - influence on choice and behaviour**  
**Strategies for managing and controlling strong feelings and emotions**  
**Bullying and cyberbullying: the role of the bystander**  
**Nature and consequence of negative behaviours such as bullying, aggressiveness**  
**Families and people who care for me**  
**Respectful relationships**  
**Respecting other cultures and religions**  
**Tolerance**  
**First Aid**  
**Online safety, software features and safety settings**  
**Gaming and social media**  
**Impact of online content on mental and physical health**  
**Relaxation**  
**Balanced diet**  
**Physical and emotional changes (introduction to puberty)**  
**Personal hygiene**  
**Different jobs and skills**  
**Recognise right and wrong, what is fair and unfair**

**In Year 5, children will learn about:**

**Feelings and emotions**  
**Understanding of physical, emotional and mental health**  
**Dealing with negative pressures and impact on relationships**  
**Responsible choices and informed decisions relating to medicines, alcohol, tobacco and drugs**  
**Substance misuse**  
**First aid**  
**Online relationships vs. face-to-face relationships**  
**Social media, online abuse, trolling, bullying, harassment**  
**Cycle of life and death**  
**Families and people who care for me**  
**Conflicts at home and empathy for others**  
**Changes in puberty**  
**How to recognise illness**  
**Healthy lifestyle, physical activity and nutrition**  
**Communication and confidentiality**  
**Personal boundaries and physical contact**  
**Collaboration towards common goals**

**In Year 6, children will learn about:**

**Know that relationships can change**  
**Families and people who care for me**  
**Marriage and civil partnership**  
**Respectful relationships**  
**Mental wellbeing and the effect of bullying**  
**Gender stereotypes and discrimination**  
**Strengths and achievements**  
**Become a knowledgeable individual about online use and online safety**  
**Immunisation and vaccination**  
**Who to talk to when worried about their health**  
**Physical and emotional changes (puberty)**  
**Differences between prescription, illegal and harmful drugs and addictions**  
**Importance of a healthy diet and regular exercise**  
**First aid**  
**Transition and preparation for secondary school**  
**Life skills and coping mechanisms to help us prepare for change**