Relationships & Sex Education (RSE) Policy

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Lead for review:	Assistant Headteacher Pastoral

Contents

Guildhouse School London - Registered in England: 07442735
Registered Office: Suites 6-7 The Turvill Building Old Swiss, 149 Cherry Hinton Road, Cambridge, England, CB1 7BX

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Preface

In line with the DfE's statutory guidance, the school aims to ensure all students receive an RSE programme appropriate for their age, ability, and development, including addressing challenges arising from digital engagement and diverse family structures. The school intends that all students experience a programme of RSE at a level which is appropriate for their age, ability, and development.

UK primary students are taught to understand the importance of self-respect and self-worth and develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness, and a sense of justice. Students coming to Guildhouse School London often do not have this pre-requisite knowledge.

What is Relationships and Sex Education?

The term Relationships and Sex Education (RSE) is used to stress that our approach goes beyond provision of biological information to focus also on attitudes and values, developing self-esteem and the skills to manage relationships in line with the Guildhouse School London core values. We want our RSE policy to encourage students to be:

- considerate of others,

- capable of recognising situations, and

- confident to respond in an appropriate manner.

According to DfE guidance, 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 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 should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships, fostering environments where they feel confident reporting concerns. 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.'

Students will also be educated in the complex issues of relationships and peer pressure online, along with how to use technology safely, responsibly, and respectfully. Students will be encouraged to interact positively and to understand their legal responsibilities when using social media and online technology, including how to keep personal information private, challenge harmful content and balance online and offline worlds.

Subject Content

The Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance from the DfE outlines a range of topics that should be covered. The Guildhouse School London's PSHE scheme of work has embedded these topics within it, clearly mapping the stated objectives in the guidance to the scheme of work. The programme includes age-appropriate discussions on sexual exploitation, radicalisation, and safeguarding risks online and offline.

Some areas of content below relate only to sex education and these are areas from which parents might withdraw some younger students.

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The topics covered are:

1. Families

2. Respectful relationships, including friendships.

3. Online and media

4. Being safe

5. Intimate and sexual relationships, including sexual health.

6. Mental wellbeing

7. Internet safety and harms

8. Physical health and fitness

9. Healthy eating

10. Drugs, alcohol, and tobacco

11. Health and prevention

12. Basic first aid

13. Changing adolescent body

How is it taught and monitored?

Guildhouse School London's approach to RSE is as follows:

1. RSE modules are delivered within a planned PSHE Education programme. This programme can be subject to adjustment if there are occurrences or events involving one or more of the protected characteristics (Equality Act 2010) which become an issue amongst the students to help students understand the issues and ensure students respect anyone with these characteristics.

2. PSHE knowledge and understanding is taught through two tutorial lessons each week by personal tutors (form tutors), as well as in subjects like science.

3. Attitudes and values are taught across the school as part of the Guildhouse London values, as are personal and social skills. The PSHE curriculum is designed so that students who might be at the school for as little as one term still experience a broad range of PSHE topics, including RSE. All students attend the daily school Registration, most of which focus on PSHE/RSE.

4. Provision of appropriate information is through leaflets, books, posters, use of appropriate websites as highlighted in the RSE Scheme of Work and external agencies/ speakers.

5. Content is presented in an age-appropriate way, recognising the needs of second language learners and accommodating SEND requirements as known. The school recognises the increased vulnerability of SEND students and responds accordingly.

6. Values are explored that support positive relationships and students' developing emotional awareness and management.

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7. Online safety education within RSE is closely aligned with the school's safeguarding policy, emphasising responsible digital behaviour, awareness of harmful content, and resilience against online exploitation.

8. Teaching is conducted in a safe learning environment through ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class.

9. Teaching resources are selected for their appropriateness to students' abilities and needs. At times, the programme delivery involves the use of guest speakers.

10. Themed assemblies are used to introduce key messages and address current affairs where appropriate, for example, topical online safety, anti-bullying, and mental health issues. On occasion these assemblies are used as the medium through which we respond to incidents as part of the wider set of mitigating measures identified through post incident risk assessment.

11. Each Pastoral Director is responsible for planning, monitoring, and evaluating the PSHE/RSE programme and provision and provides updates and feedback to personal tutors (form tutors) who deliver it formally in classrooms.

12. Staff delivering RSE receive regular training to maintain cultural sensitivity and awareness. Student feedback is actively collected through surveys to refine content delivery.

13. Monitoring and evaluating of the delivery of the PSHE programme are by means of regularly reviewing the online Personal Development Journals, conducting learning walks and reporting of outcomes through academic reports.

Assessment

The assessment of RSE aims to show engagement and understanding from all the students. Each topic involves assessment. Ongoing formative assessment is used to monitor engagement and understanding. Additionally, Personal Tutors make use of the self-reflection Personal Development Journals to assess students' progress, set ongoing targets, and include these insights in half-termly reporting to parents. The Pastoral Management Team review assessment outcomes to ensure consistency across tutors.

Parental rights of withdrawal

The law states there is no parental right to withdraw from relationships education at secondary level. Parents have the right to excuse their child from sex education at secondary level, but students have the right to opt in themselves from the age of 15 years.

Staff are open to discuss any concerns parents and carers may have in relation to RSE and the needs of their child. Guildhouse School London aims to work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home. Parents may contact the Pastoral Management Team throughout the year with questions or concerns about the RSE programme. While feedback is considered, the school ensures compliance with statutory and educational standards in its curriculum decisions.

Any request by a parent to withdraw their child from sex education should be made in writing to the Headteacher.

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Equality

At Guildhouse School London, RSE is taught in a way that does not subject students to discrimination and is mindful of individuals' religious, spiritual, and moral beliefs. The school has a duty under the Equality Act, (2010) to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual, and transgender (LGBT).

RSE will foster good relations between students, tackle all types of prejudice, including homophobia, and promote understanding, respect, and diversity. Staff will support students in developing qualities and skills such as resilience, confidence, self-respect, and self-control. RSE reinforces a zero-tolerance policy for bullying and discrimination, fostering an environment of inclusivity and respect for all protected characteristics under the Equality Act 2010.

Parental consultation

The PSHE/RSE programme is reviewed and evaluated each year in the summer by the Pastoral Management Team. On occasions, the programme is adapted in the case of emerging trends or concerns as a reactive response and a spiralling method is planned for, with the objective to regularly expose students to key themes and revisit them during the academic year. As part of the Autumn Term 1 report letter from the Headteacher to parents, a paragraph is included detailing the school's RSE programme, signposting to the RSE policy on the school website, which includes guidance on *Online Safety and Keeping Children Safe Online (Appendix 1 & 2).* This is in line with the NSPCC's guidance, the UK's leading children's charity which aims to promote the welfare of young people and protect them from harm. There is also the invitation to parents to comment prior to the final review and update of the policy. Although consultation feedback will be considered, parents do not have the right to define the school curriculum, nor influence that which is required under Education law.

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Appendices

Appendix 1: PARENTAL ENGAGEMENT REGARDING RSE FOR 2024/25

(RSE Paragraph sent as part of the Autumn 1 Report letter from the Headteacher)

As part of your child's education at Guildhouse School, we emphasise personal development and wellbeing through a comprehensive Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE) programme. PSHE, which includes RSE, equips young people with the knowledge, understanding, attitudes, and practical skills to lead safe, healthy, and productive lives, reaching their full potential.

Your child will participate in lessons covering topics from the Relationships and Sex Education (RSE) component of the programme. UK law mandates that students receive a broad and robust PSHE and RSE curriculum. All content will be delivered with a focus on British Values and the Social, Moral, Spiritual, and Cultural aspects in a safe learning environment. Students will have opportunities to prepare for healthier relationships of all kinds in the modern world.

PSHE and RSE are taught throughout the school in every year group and are regularly monitored and reviewed by the staff and governing body. As a school community, we are committed to working in partnership with parents. If you would like to learn more or discuss any concerns, please contact studentservices@guildhouseschool.com to arrange a discussion with one of our Pastoral Directors.

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Appendix 2: ONLINE SAFETY ADVICE FOR PARENTS (in line with the NSPCC)

Online safety: top tips

Going online is a huge part of most young people's lives so it's important to talk to them about online safety. Here's our tips to get you started.

Chat to them about what they like to do online

The best way to find out what your child is doing online is to talk to them and have regular conversations so that online safety is part of everyday discussion. Ask them open-ended questions like 'What's your favourite game or app to play on?'.

* Listen to what they have to say and show an interest. They could give you a demo of their favourite app or show you their favourite YouTube or TikTok account.

* They will probably be able to teach you things you don't know! This will also give you an opportunity to chat about any safety settings they might already have in place.

* Regular conversations with your child will encourage them to come to you if they ever need support or advice.

Talk about who they are in contact with online

There are lots of different ways that children can talk to people online – messaging apps, on social media, and less obvious ways such as chat on online games. Talk to your child about who they are talking to and what they are sharing with them.

* Use settings to help limit who can contact your child.

* Remind your child that they shouldn't share personal information with people they don't know online.

* Let your child know they can come to you or another trusted adult if any conversation makes them feel uncomfortable.

Help manage what they see and do online

Parental controls and privacy settings can help you manage how your child spends time online and help to keep them safe.

first before implementing any new settings and explain to them how they help to keep them safe.

* Device settings – manage things like location sharing, screen time and in-app purchases. Most tech and gaming companies have dedicated pages to support with setting these up.

* App or game settings – in-app tools that can help to keep your child's account private and manage who they're talking to. You can normally find information on these in account settings or directly on the platforms website.

* Mobile or network provider settings – help to manage browsing access and stop your child from visiting inappropriate sites or downloading apps that aren't suitable. Contact your mobile or broadband provider for more information about setting this up.

Remember it's ok to ask for help!

Remember you don't have to be an online safety expert – that's our job! We're here to help, with resources and advice to help support you and your child.

If your child asks you a question you don't know the answer to, or speaks to you about a negative experience they had online, here are some of things you could do:

* Visit the NSPCC online safety hub: **nspcc.org.uk/onlinesafety**

* Call the NSPCC helpline **0808 800 5000** to speak to an advisor

* Ask another parent

* Speak to your child's teacher

* If your child needs more support, they can contact Childline: **childline.org.uk**

NSPCC

EVERY CHILDHOOD IS WORTH FIGHTING FOR

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Additional Useful Links

Keeping children safe online | NSPCC

How to Ensure Your Children Stay Safe While Playing Online Games | NSPCC

Social media | NSPCC

Internet connected devices | NSPCC

Online wellbeing | NSPCC

Use Parental Controls to Keep Your Child Safe | NSPCC

NSPCC- National Society for the Prevention of Cruelty to Children (UK)

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