



Scarborough
College

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

This is a whole College policy, including EYFS and the boarding community.

(Based on Dfe guidance 2020)

Rationale and Ethos

Scarborough College is a co-educational, day and boarding school with pupils of all abilities and backgrounds from three to eighteen years of age.

We believe that relationship and sex education is important for our pupils and the College because it is vital in ensuring all young people have the opportunity to explore and learn about healthy relationships. They can then begin to explore what relationships mean to them, what they consider to be important in a relationship, and what they themselves can offer in their own existing and future relationships.

The school's RSE policy has been developed by members of staff, taking into account feedback from pupils and parents, and has been approved by the board of governors. All schools must have in place a written policy for Relationships Education and RSE.

Engaging Stakeholders

The College consults parents in developing and reviewing its policy. We ensure that the policy meets the needs of pupils and parents and reflects the community we serve.

The College achieves this by publishing the policy on the School's website and drawing all parents' attention to it. In June 2021, a number of parents were contacted by email and asked to comment on this policy. On the school website and in direct communication with all parents, further comments were asked for when the policy went onto the website in July 2021.

Schools must provide a copy of the policy free of charge to anyone who asks for one and should publish the policy on the school website.

The Policy should support the wider work of our school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

The intended outcomes of our programme are that pupils will know and understand the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching then builds on this knowledge and develops pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex and how to have positive and healthy sexual relationships.

What is relationship education?

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this policy therefore focuses on Relationships Education.

The intended outcomes of our programme are that pupils will know and understand the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching then builds on this knowledge and develops pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex and how to have positive and healthy sexual relationships.

RSE has three main elements

- attitudes and values – learning the importance of values and individual conscience and moral considerations; – learning the value of family life, marriage, and stable and loving relationships for the nurture of children; – learning the value of respect, love and care; – exploring, considering and understanding moral dilemmas; and – developing critical thinking as part of decision-making.
- personal and social skills – learning to manage emotions and relationships confidently and sensitively; – developing self-respect and empathy for others; – learning to make choices based on an understanding of difference and with an absence of prejudice; – developing an appreciation of the consequences of choices made; – managing conflict; and – learning how to recognise and avoid exploitation and abuse.
- knowledge and understanding – learning and understanding physical development at appropriate stages; – understanding human sexuality, reproduction, sexual health, emotions and relationships; – learning about contraception and the range of local and national sexual health advice, contraception and support services; – learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and – the avoidance of unplanned pregnancy.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of Prep / Primary School, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Pupils will appreciate the need to establish personal space and boundaries, showing respect, whilst understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place in the senior school.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of Prep/primary school, many children will already be using the internet.

When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Lessons include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Pupils will learn the significance of marriage and stable relationships as key building blocks of community and society though care is taken to ensure that there is no stigmatisation of children based on their home circumstances. Pupils are given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice. In the Senior School, pupils learn to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health. Sex and relationship education at Scarborough College contributes to promoting the spiritual, moral, cultural, mental and physical development of pupils whilst preparing them for the opportunities, responsibilities and experiences of adult life. Effective sex and relationship education enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. Scarborough College encourages the development and practice of resilience and other attributes such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways at Scarborough College including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely throughout the school, but particularly as part of the IB CAS programme.

Through Relationships Education (and RSE), pupils are taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In the Prep School, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages teaching is balanced to include details about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

The Law

It is important that pupils at Scarborough College know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils are made aware of the relevant legal provisions when relevant topics are being taught.

Physical health and mental wellbeing

It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. This enables pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge enables pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

At Scarborough College, pupils are provided with details of the steps they can take to protect and support their own health and wellbeing. They know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Hobbies, interests and participation in their own communities can contribute to overall wellbeing. The college offers service opportunities within, for example, the Duke of Edinburgh Award as these are beneficial for wellbeing. Pupils are also given factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Teachers are aware of common 'adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of our pupils. Pupils are taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. The College has a resident counsellor and school nurse as well as a supportive tutor and boarding house pastoral care team that pupils can access at any time.

Organisation (how it is taught and who is responsible for teaching it)

The RSE Coordinator is currently the PSHE Coordinator, who is supported in this role by the Senior Deputy Head. The RSE Coordinator is responsible for the planning, implementation, review and monitoring of the RSE programme, in consultation with Heads of Tier (HoT), the school nurse, pupils and tutors.

Staff and pupils will review the PSHE Scheme at annual intervals and the programme will be adapted to meet the changing needs of the school community.

Sex education within the PSHE Curriculum is delivered by the PSHE staff, form tutors and specialist external agencies.

The College retains the freedom to determine an age-appropriate, developmental curriculum which meets the needs of the pupils, is developed in consultation with parents and the local community. The College complies with the relevant provisions of the Equality Act. Where appropriate this may also require a differentiated curriculum. In addition, we have specific duties to increase the extent to which disabled pupils can participate in the curriculum.

Flexibility is important as it allows us to respond to local public health and community issues, meet the needs of our community and adapt materials and programmes to meet the needs of our pupils (for example in teaching about county lines, gangs or high local prevalence of specific sexually transmitted infections).

Safe and Effective practice.

We will ensure a safe learning environment by establishing ground rules and levels of acceptable behaviour for each lesson, agreeing to be mindful of others opinions and adhering to KCSIE guidelines at all times. Sensitive issues are addressed through opportunities for anonymity and liaison with parents, whilst the use of "partner" rather than boy/girl friend is one of the many ways

in which consideration can be given to diversity. Correct vocabulary and terminology is always emphasised and lessons are about giving pupils the confidence to “see” the issues from a broader perspective, develop a respect for how others may feel and acquire the tools necessary to address issues in their future lives.

Review (how the subject is monitored and evaluated)

Scarborough College has the same high expectations of the quality of pupils’ work in PSHE as for other curriculum areas. A strong curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed and assessments used to identify where pupils need extra support or intervention.

Using multiple active learning resources fosters better understanding and awareness. Our RSE lessons include debates and discussions, videos, interactive activities, (often peer led) and quizzes. Whilst there is no formal examined assessment for PSHE, we aim to strengthen the quality of provision, and we employ a range of ways to demonstrate how teachers can assess outcomes. For example, baseline knowledge tests, written assignments, presentations, questionnaires or self-evaluations.

The Governing Body (through the College’s Education and Welfare Committee), supported by the Senior Deputy Head will monitor the delivery of the policy

Safeguarding, reports of abuse and confidentiality

- At the heart of PSHE there is a focus on keeping children safe, and we play an important role in preventative education. Keeping Children Safe in Education (KCSIE) guides us as to how we can ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.
- Pupils will be made aware that not all information can be kept confidential by tutors. Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.
- KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) * and children’s social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
- In the event of disclosure of pregnancy, or STD, the teacher would liaise directly with the school nurse. The school nurse could refer the pupil to the school doctor, or their own doctor, who is responsible for deciding on contraception/pregnancy/termination strategies and would encourage the pupil to talk to his/her parents about the pregnancy or STD.
- If the pupil approaches the school nurse or counsellor directly, they can maintain confidentiality, unless the disclosure relates to abuse, in which case Safeguarding procedures will be invoked.

*** Safeguarding team**

Designated Safeguarding Lead (DSL) Tim Cashell – Senior Deputy Head
Deputy Designated Safeguarding Lead – Julie Walsh
Designated Safeguarding Lead (Prep School) – Chris Barker
Deputy Designated Safeguarding Lead (Prep School) – Caroline Brown
Deputy Designated Safeguarding Lead (Senior School) - Rob Kench
Deputy Designated Safeguarding Lead (Senior School) - Sam Thurgood

Teacher/Tutor Confidentiality

- Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality will be made clear to pupils.
- If a pupil discloses information which is sensitive and which the pupil asks not to be passed on, the request should be honoured, unless this is unavoidable in order for teachers to fulfil their professional duty to:
 - ◆ Safeguarding
 - ◆ Co-operation with a police investigation
- Referral to external services
- Where a life is in danger

Medical/Counsellor Confidentiality

- In accordance with the Counsellor's, school doctor's and nurse's professional obligations, medical information about pupils, regardless of age, will remain confidential. However, in providing medical care for a pupil, it is recognised that, on occasion, the school Doctor or Nurse may liaise with parents or guardians, the Head, other academic and pastoral staff, and that information, ideally with the pupil's prior consent, will be passed on as appropriate.
- With all medical matters, the Counsellor, Doctor and Nurse will respect the pupil's confidence except in the very rare occasion when, having failed to persuade a pupil or his or her authorised representative, to give consent to divulgence, the Counsellor, Doctor or Nurse consider it in the pupil's best interests, or necessary for the protection of the wider community, to breach confidence and to pass the information onto a relevant person or body.

LGBTQ+

Gender identity is integrated into the RSE programme, alongside issues related to differentiation, e.g. race, and the need for sensitivity, acceptance and integration of difference is emphasised.

The language used by staff and pupils in RSE lessons should not embarrass or discriminate against any group or individual. At all times, we ensure that all of teaching is sensitive and age appropriate in approach and content

In teaching Relationships Education and RSE, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. The College ensures that we comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Parental Withdrawal

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, however, the headmaster would wish to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process is documented to ensure a record is kept. Pupils may not be withdrawn from Sex Education, which forms part of statutory school Curriculum.
- Once those discussions have taken place, except in exceptional circumstances, we respect a parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we will provide the child with sex education during one of those terms.
- This process is the same for pupils with SEND. However there may be exceptional circumstances where the headmaster may want to take a pupil's specific needs arising from their SEND into account when making this decision
- The Headmaster will automatically grant a request to withdraw a pupil from any sex education delivered in the prep school, other than as part of the science curriculum.
- If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.
- The RSE policy and programme is available to parents on request.

Outcomes

Pupils in the Prep School should be aware of and understand specifically about:

- Families and people who care for me
- Caring friendship
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Pupils in the Senior School should be aware of and understand specifically about:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The Law
- Menstruation
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco

- Health and prevention
- Basic first aid
- Changing adolescent body

RSE is taught primarily in PSHE, Biology and Philosophy & Ethics.

Within school, pupils will often ask questions pertaining to sex or sexuality which go beyond what is set out within the Schemes of Work. Pupils' questions will be responded to by teaching and non-teaching staff as they arise, in a straightforward manner. Information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the student.

Policy Prepared by:

Tim Cashell
Deputy Head

Person Responsible for Updates	Date Last Reviewed	Next Review Due
Tim Cashell	June 2022	June 2023

This policy has been built upon the DfE guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)