



St George's College  
WEYBRIDGE

## St George's College Relationships & Sex Education (RSE) Policy

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## **Mission Statement**

St George's offers a strong, caring community based on its Catholic traditions, and remains an inclusive environment that welcomes pupils from all backgrounds, faiths and none. St George's is 'perfectly balanced' and this policy supports our school's mission statement 'to inspire all in our Josephite, Georgian Family to be the very best version of themselves', as well the two foundational parts of our Georgian family ethos; *Politesse* and *Douceur*.

Students are encouraged to develop the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Our school mission statement reflects a whole school commitment to these values.

## **Aims of this Policy**

In this policy, the Governors and teachers, in partnership with parents, set out their intentions about relationships and sex education (RSE) in this school. Implementation of this policy will take place in the Summer Term 2022 following full governor approval. This policy will be reviewed annually by the Headteacher, Deputy Head Safeguarding, Head of PSHE, Governing Body and staff. The next review date is November 2022.

## **Relationships & Sex Education**

Relationships and Sex Education (RSE) is defined as learning about physical, moral, emotional and spiritual development of growing up, relationships, safe sex, sexual orientation and sexual health. This includes learning about positive relationships including understanding the importance of marriage for family life, stable and loving relationships on and offline, and respect, love and care for others.

Our RSE program is designed to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationship. 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 also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).

## **Statutory Guidance and provision within independent schools**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

The Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance details how and what content should be delivered and what pupils should know by the end of their time at Secondary School. This policy and the RSE lessons provided at St George's College are in accordance with this statutory guidance and ensure that all compulsory units are covered by the end of the Fifth Year (KS4).



RSE at St George's College will reflect the Statutory Guidance which is compulsory in all secondary schools from September 2020. We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

### **Rationale**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

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 their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

### **Sex Education at St George's College**

**PSHE lies at the heart of our school community, both across and beyond all areas of the curriculum.** This means that **PSHE** goes beyond the allocated curriculum time and is embedded into the school day in such a way that children are constantly developing and furthering their progression in this vast area of learning.

As a Catholic School, we recognise that some of the issues involved in RSE require us to make clear the teachings of the Catholic Church concerning morality as part of the education process. As a Catholic Christian school we affirm that our RSE policy and programme should be presented in the context of Gospel values. It should also reflect Catholic teaching with regard to the value of the human person: the growth toward personal identity and freedom; the development of sexuality and the importance of marriage. However, we of course recognise that in modern society many different types of family units and relationships exist, and will discuss these in lessons openly and without prejudice. It takes into account the principles of the Catholic Education Service. It incorporates the government's guidance on Relationship and Sex Education.

The school provides RSE predominantly through the PSHE programme, but also through the wider curriculum for all pupils, in which pupils are guided by Catholic moral principles and taught to recognise the value of family. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils and young people cannot be withdrawn from Relationships Education or Health Education, but parents may withdraw their children from any other part of the sex education programme provided.



### **Members of Staff Responsible**

The programme, for all year groups, is overseen by the Head of PSHE.

In First, Fourth and Fifth Year, PSHE is taught by the students' Group Tutor every Wednesday morning. In the Second and Third Year, there is one discrete, bi-weekly PSHE lesson taught by four members of teaching staff.

### **Aims and Objectives of St George's College RSE Policy**

St George's aims to provide relationship and sex education to all pupils which should:

- inform pupils about moral, emotional and health issues to enable them to make considered judgements and informed decisions when developing their own code of living
- contribute to pupils' learning about relationships, attitudes, and the way people live and work together
- help pupils to recognise the unique nature of each individual and encourage them to understand the importance of loving relationships based on mutual respect
- help pupils recognise their sexual nature as a part of the whole personality which determines what a person is and not what they can do
- reassure pupils that sexual development is a normal part of growing up and, by presenting relevant facts, helps them to come to terms with the emotional upheaval of adolescence
- actively promote fundamental British values of individual liberty, mutual respect and tolerance as well as respect for the protected characteristics listed in the Equality Act.

### **Delivery of RSE**

Schemes of work are organised, monitored and evaluated by the Head of PSHE.

Teaching strategies will be mixed and will include: group work, discussion, debate, videos, question and answer sessions, brainstorming, trigger pictures and reflection. Ground rules will be established for each class. Visiting speakers are invited to present sessions to both students and their parents in the Third Year.

The school wants to promote a healthy, positive atmosphere in which RSE can take place. We establish an environment where pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Issues such as contraception, homosexuality, abortion, AIDS, HIV and STIs will be dealt with on a factual basis. No attempt will be made to promote one particular viewpoint, other than to promote the fundamental British values of individual liberty, mutual respect and tolerance, but pupils will be encouraged to evaluate the moral implications involved.

Teaching will be to the group as a whole. The Government advises that teachers cannot act as confidential counsellors on sexual matters to individual pupils.

## **RSE and Sixth Form**

The Lower Sixth have a weekly lecture programme that hosts a variety of external speakers and some of these focus on the continued delivery of RSE. They provide an opportunity for sixth form to refresh their knowledge on key themes, including; consent, healthy relationships, sexual harassment and assault, intimate relationships, STIs, STDs, and being a positive bystander. Lectures are supported with Year Group assemblies and 20-minute PSHE lessons that are delivered by tutors throughout the year. Aside from the lecture programme, RSE continues into the Upper Sixth and topical issues are addressed by the HoY and tutors, including new content on dating apps.

## **Safeguarding**

All teachers at St George's College are made aware of the safeguarding procedures regarding all types of abuse and receive regular safeguarding training. Any queries regarding safeguarding policy or procedures should be referred to Sally Hall (Deputy Head – Designated Safeguarding Lead), or to Tanya Hall (Assistant Head – Deputy Designated Safeguarding Lead), Jon Carr (Assistant Head – Deputy Designated Safeguarding Officer).

## **Content of RSE Programme**

### **First Year (11-12 years)**

- Understanding different types of bullying
- Discrimination
- What is a bystander?
- Bullying vs Banter
- Long term relationships
- Roles and responsibilities of parents and carers

### **Second Year (12-13 years)**

- Understanding what makes a positive relationship
- Peer pressure
- Cyber bullying
- Relationship values
- Sharing sexual images
- Consent

### **Third Year (13-14 years)**

- Starting a romantic relationship
- Sexual orientation and gender identity
- Contraception
- SPEAKER: It Happens
- Healthy and unhealth social groups
- Risks and consequences of gangs and getting out

#### **Fourth Year (14-15 years)**

- Challenging expectations in a relationship
- Capacity to consent
- Unplanned pregnancy
- Reproductive and health advice
- Marriage, divorce, parenting and bereavement

#### **Fifth Year (15-16 years)**

- Communicating assertively
- Pornography
- Sexual health

#### **Sixth Form (16-18 years)**

- Healthy relationships
- Sexual relationships
- STD's and STI's
- Sexual harassment and sexual abuse
- Online safety, sexting and dating apps

#### **Inclusion and Differentiated Learning**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture, and is taught in a way that does not subject pupils to discrimination. Lessons will also help our students to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

Efforts are made when producing resources and in delivery by form tutors of PSHE to ensure that all pupils are able to access the curriculum. Pupils with particular difficulties, whether of a physical or intellectual nature, will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

#### **Withdrawal**

Parents are informed that they may withdraw their child from Sex Education within the RSE curriculum. This does not include lessons in Biology that are part of the National Curriculum and parents may only withdraw their children up until the age of 16. Parents are informed when Sex Education lessons are coming and offered the chance to withdraw at these times. Any queries or concerns should, in the first instance be addressed to the Head of PSHE. No reasons need to be given by parents wishing to withdraw their child, but a written application will be necessary.

Parents considering withdrawal should give thought to the fact that a child's ignorance or misinformation of such matters could expose him to embarrassment, distress and possible exploitation. It is likely that they will receive the information second-hand from their friends outside the classroom.

### **Assessment and Recording**

Schools must now also ensure, in accordance with the RSHE statutory guidance, that they have the same high expectations of the quality of pupils' work in RSE as for other curriculum areas, that regular feedback is provided on pupils' progress, and that teaching is assessed and assessments used to identify where pupils need extra support or intervention, with progress being captured through, for example, tests, written assignments or self-evaluations.

We intend to assess pupils' learning of core RSE content using the following methods:

- Topic review sheets for students to self-assess their prior understanding and that after the topic areas have been covered;
- Formative assessment techniques in lessons, including mind maps with clear prior vs developed understanding of learning objectives;
- All students are expected to complete a summative assessment via Microsoft Forms to review their learning at the end of each relevant half term. This will be completed in Form Groups and will be an essential requirement.

Books will be marked and thoroughly checked by the four members of staff teaching the Second and Third Year cohorts. A record of each lesson will also be kept in each teacher's planning for the delivery of RSE.

### **Roles and Responsibilities**

#### **Governors**

- Collaborate in drawing up the RSE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies e.g. SEN, the ethos of the school and out Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked-after children.



### **Head teacher**

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, and the Local Education Authority as well as any other appropriate agencies.

### **Head of PSHE**

The co-ordinator, with the Headteacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (If they are not a member of the safeguarding team, they will be supported by member of staff with responsibility for safeguarding).

### **All Staff**

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

### **Communication and Consultation with Parents**

There will be opportunities for parents to discuss any concerns with the Head of PSHE.

Parents are communicated with and consulted when the policy is updated. Their views and feedback are gathered and decisions whether to act upon it will be taken by staff. Third Year parents are communicated with annually prior to delivery of the RSE elements of the PSHE Programme in that year and offered the opportunity to comment and discuss this with the Head of PSHE at that time.

### **Dissemination of the Policy**

A copy of this policy is available upon request for parents of pupils and members of the teaching staff. The Governing Body receives a copy of the RSE Policy annually.

### **Review Process**

The RSE Policy is reviewed annually and whenever there are changes in legislation. Considerations include the views of Head of PSHE, training needs, the efficacy of current resources, outside agencies, and the views of teachers, pupils, parents and Governors.