



**BURGESS HILL**  
— GIRLS —

**PSHE Policy including Relationships & Sex Education  
Senior School & Sixth Form**

**2c and  
2d**

Responsible for Initiating Review of Policy	SLT
Committee to Review	SLT
Last Review Date	March 2022
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Approved by (Committee and Date)	SLT March 2022
Approved by Board of Governors	(Summer Term 2022 TBC)
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Next Review Date	March 2023
Related Policies	2a Curriculum Policy Statement Senior School and Sixth Form 2b Curriculum Synopsis – Senior School and Sixth Form  7a Safeguarding policy KCSIE September 2021 Confidentiality policy

Burgess Hill Girls is committed to providing an all-round education, preparing pupils for life beyond school, which includes personal, social, health, relationships and sex education.

- Relationships and Sex Education is compulsory in all secondary schools
- Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

We believe that PSHE including RSE is an educational entitlement of all pupils and is an integral part of the preparation for a happy, healthy, fulfilled and successful adult life. The aim of this policy is to communicate clearly to staff, parents, visitors and pupils the manner in which our PSHE will be delivered in this school. Our intention is to respect the full range of cultural social, moral and ethical values of our pupils and their parents.

### 1.0 Aims of the policy

To help and support young people during their physical, emotional, spiritual and moral development and to assist them in them in building resilience, learning to manage their emotions and relationships confidently, sensitively and responsibly.

### 1.1 Statutory Guidance

The DFE Statutory Guidance gives a framework which sets out what content must be covered by Primary and Secondary Schools in delivering Health, Relationship and Sex Education.

[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)

At the heart of these subjects is keeping pupils safe. Our policy on safeguarding should be read in conjunction with this policy.

### 2.0 Subject Content

The curriculum content is age-appropriate following the 'Jigsaw' schemes of work for year 7, 8, 9, 10 and 11. Jigsaw is structured into 6 half-term units known as 'Puzzles':

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Every year group studies the same 'puzzle' at the same time at its own level, lending itself to a whole-school approach.

Jigsaw enhances growth-mindset culture and builds ethos; enhances a sense of belonging and community; values every child and is inclusive, and nurtures positive relationship with self and others, all conducive to learning.

(See appendix 1 for curriculum plan)

The School offers information to pupils concerning health and sex education using language and materials appropriate for each age group. High quality, evidence-based and age-appropriate teaching of Relationships, Relationships and Sex and Health Education can help prepare pupils for the opportunities, responsibilities and experiences of adult life, both in the real world and online. These subjects aim to give pupils and young people the skills, knowledge and understanding that they will need in order to make responsible decisions about their life, to learn to respect themselves and others, and to move with confidence from childhood into adolescence and adulthood. It is centrally concerned with supporting pupils and young people through their physical, emotional and moral development, helping to ensure they develop resilience, know how and when to ask for help, and know where to access support.

In addition to our Jigsaw programme our PSHE curriculum including RSE uses a range of different speakers to enhance the curriculum content covered. These are either one off visiting speakers or involve an 'off timetable' day that allows for the year groups to focus on specific topics.

The religious background of all pupils will be taken into account when planning teaching resources, in order that sensitive topics are handled appropriately, and that all relationship education teaching meet the requirements of the equality law. The school will teach about different faith perspectives and balanced debate may take place about issues that are seen as contentious.

## **2.1 Staff Training**

Staff are trained on the delivery of RSE at INSET days and during twilight sessions.

The School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **2.2 RSE & The Law**

It is important to 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 should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including self produced imagery)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

### 2.3 Inclusion and differentiation

Our PSHE including RSE curriculum recognises that young people will bring prior learning and real life experiences to their learning. Our curriculum respects and builds on these, providing programmes that reflect both the universal and unique needs of our pupils. In this way, the programme recognises and respect pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

### 2.4 RSE

RSE should focus on giving young people the information they need to develop safe, healthy, nurturing relationships of all kinds: supportive family relationships, good friendships, good colleagues, successful marriages or civil partnerships or other types of committed relationship. It should also cover contraception, sexual health, developing intimate relationships and resisting pressure to, and not applying pressure to, have sex.

It is important that pupils understand how good relationships, underpinned by respectful behaviours, can have a positive impact on their mental wellbeing, and that they can identify when relationships are not right or are harmful (both on and offline), and how such situations can be handled. Applicable law must be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Within subject delivery, there should be a strong focus on the importance of self-respect and respect of others. This includes the reasons for delaying sexual activity, alongside supporting people to develop safe, fulfilling and healthy sexual relationships (regardless of sexual orientation) at the

appropriate time. Young people should feel they can ask questions in a safe environment, and the teacher should give consideration as to how issues can be raised anonymously if needed.

Schools can have a key role to play in being a place of consistency and safety for pupils who may be experiencing unhealthy or unsafe relationships at home or socially. The school's approach to RSE must refer to the Keeping Pupils Safe in Education policy. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Lessons will address the physical and emotional damage caused by female genital mutilation (FGM), and how to seek support. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. Teaching pupils about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. This should be integrated appropriately into the RSE programme and should not be delivered as a separate lesson/subject.

Secondary relationship education is most successful where teaching about positive relationships is underpinned by a wider, deliberate cultivation and practice of resilience and positive virtues. Teaching staff cannot offer or guarantee confidentiality. Should a teacher learn from an under 16 year old that they are having or contemplating having sexual relations:

- The pupil will be persuaded, wherever possible, to talk to their parents and to seek medical advice.
- Safeguarding issues will be considered and referred to the DSL.

### **2.5 How will we assess this learning?**

As with any learning, the assessment of our pupils' personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme.

Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and set personal goals and agree strategies to reach them. This process of reflective assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways. We will assess pupil's learning through; in class question and answer, discussion, group work, peer assessment, and self-reflection.

### **3.0 Working with Parents**

For education to be most effective we believe that it is crucial that school, parents and pupils work together. This is especially true of relationships and sex education.

The school will consult with parents, via an information evening, and staff on the formation of the policy, and any changes made to it when it is reviewed, which will be at least annually.

In particular, parents will be informed at the start of each term what PSHE topics will be covered that term. This will allow parents to inform the school if there are any issues surrounding sensitive topics, such as mental health concerns or cancer in the family. This will also give advanced warning of the sex education topics. Support can be given to parents in how to approach these conversations with their daughters.

Health and Sex Education are covered by form tutors, science specialists and outside speakers. All PSHE and sex education is offered within a context of responsible, moral discussion without insisting on the adoption of any particular religious or philosophical viewpoint.

### 3.1 The right to withdraw

In the Senior School, parents hold the rights to withdraw their child from some or all of the sex education provided (except from sex education taught under the science curriculum), but not from the relationships education. In considering such a request, the school will follow the following process:

- The Head should discuss with the parent (and, if appropriate, the child) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered.
- The Head should discuss with the parent the benefits of the child receiving this important
- Education and any detrimental effects that withdrawal might have on the child, including social or emotional effects of being excluded as well as the likelihood of the child hearing from their peers what was covered (and having that content channelled through a child's voice rather than a teacher's).
- Once those discussions have taken place, except in exceptional circumstances (e.g. safeguarding concerns), the school should respect the parents' request to withdraw the 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, the school should make arrangements to provide the child with sex education during one of those terms.
- For the vast majority of pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Head will want to take a pupil's SEND into account when making this decision.

If a pupil is withdrawn from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

More information regarding the right to withdraw can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/introduction-to-requirements>

#### **4.0 Evaluation**

Evaluation of PSHE including RSE education provision will be undertaken by the School annually. We will undertake to take on board pupil involvement and views where appropriate. As part of the regular review process parents' views will be sought. The content will be evaluated in line with any statutory updates.

#### **5.0 Review**

This policy will undertake review annually, or after any changes to government legislation or revised PSHE / RSE guidelines.

#### **6.0 Confidentiality and advice**

Pupils will be made aware that some information cannot be held as confidential for health and legal reasons. The school's confidentiality policy offers guidelines and a support network for staff and pupils. Sensitive and appropriate support will be put into place.

#### **7.0 Pupils who miss Sex and Relationship sessions**

Every attempt will be made to provide a backup session for pupils who unavoidably miss a relevant session. In cases of long-term absence the School will consult with parents as to how to proceed.