

COGNITA



North Bridge House Senior Hampstead

Relationships, Sex and Health Education (RSE) Policy

September 2022

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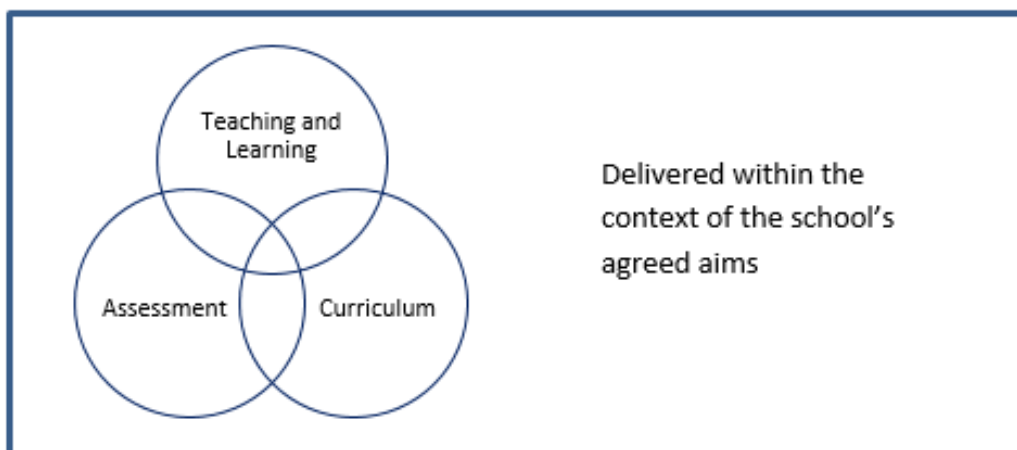
1 Introduction and aims

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence/harassment. This policy applies to all students.

The purpose of this policy is to ensure that our Relationships Education, Relationships and Sex Education (RSE) and Health Education supports our school ethos and fulfils our school aims, which are defined as:

- To celebrate each child as an individual
- To have a happy school with a friendly, family atmosphere
- To provide a secure and nurturing environment where children learn tolerance, consideration and respect for others
- To help every child fulfil their potential through dedicated and inspirational teaching
- To educate the whole child by offering a wide variety of academic, sporting and extra-curricular activities.

1.1 This



policy forms part of the curriculum.

- 1.2 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.
- 1.3 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.

The aims of RSE at our school are to:

- 1.4 Provide a framework in which sensitive discussions can take place.
- 1.5 Prepare students for puberty, give them an understanding of sexual development and the importance of health and hygiene.
- 1.6 Help students develop feelings of self-respect, confidence and empathy.

- 1.7 Create a positive culture around sexuality and relationships.
- 1.8 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.9 Help students understand that healthy relationships are an important part of wellbeing.
- 1.10 Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community

2 Statutory requirements

- 2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards/BSO Standards/Estyn Standards. Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.
- 2.2 As a Secondary school, we must ensure that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph 9, in accordance with section 34 of Children and Social Work Act 2017 and the Independent School Standards, and with regard to guidance outlined in section 403 of the Education Act 1996.

At North Bridge House Senior School, Hampstead we teach RSE as set out in this policy.

3 Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.
- Student consultation – students were consulted with about their RSE lessons in school council meetings and through a pupil survey.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed in June 2022.

4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.
- 5.3 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

6 Delivery of RSE

- 6.1 Our RSE is taught as part of our PSHEE curriculum. The PSHEE course is delivered to all students through discrete PSHEE lessons taught by our teachers. There is one lesson of taught PSHEE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also embedded within the curriculum (e.g., social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.
- 6.2 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.3 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:
 - Families
 - Respectful relationships, including friendships
 - Online and media
 - Being safe
 - Intimate and sexual relationships, including sexual health
- 6.4 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.5 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7 Roles and responsibilities

Staff & Governance

7.1 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is **Ariana Oliver**, Assistant Headteacher and PSHE Coordinator. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

7.3 The Chair of Governors

The Chair of Governors will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND (see below);
- Teaching is sensitive to the needs of all students with protected characteristics under the Equality Act 2010
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Staff responsible for teaching RSE:

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Tutor Group	PSHE Teacher	Role
10 Rodriguez	Miss Sarah Benaissa	Teacher of French & Spanish, Year 10 Form Tutor
10 Foster	Mr Gary Foster	Teacher of Maths, Year 10 Form Tutor
10 Dell	Miss Agatha Dell	Teacher of English, Year 10 Form Tutor
10 Birkett	Mr Jonathan Birket	Teacher of English, Year 10 Form Tutor
10 D'Alessio	Ms. Chloe Santos	Teacher of Science, Year 10 Co-tutor.
10 Donnelly	Mrs Sophie Routier	Teacher of French and Spanish.
10 Kowalewska	Mrs Eleanor Kowalewska	Teacher of History, Year 10 Form Tutor.
9 Baritsch	Ms Ina Baritsch	Teacher of German, Year 9 Form Tutor.
9 Borges	Mr Davi Borges	Teacher of Maths, Year 9 Form Tutor
9 Zainuddin	Mr Faizal Zainuddin	Teacher of Maths, Year 9 Form Tutor
9 Lam	Mr Tim Lam	Teacher of Science, Year 9 Form Tutor.
8 Jones	Miss Pennie Jones	Teacher of Drama, Year 8 Form Tutor
8 Keeling	Mr Harry Keeling	Teacher of English, Year 8 Form Tutor
8 Nduna/Quiney	Mr George Quiney	Teacher of Art, Year 8 Form Tutor.
8 Pearce	Mr Geoff Pearce	Head of Music, Year 8 Form Tutor.
7 Bokros	Mr Jozeph Bokros	Teacher of Maths, Year 7 Form Tutor.
7 Watson	Miss Kate Watson	Teacher of Geography, Year 7 Form Tutor.
7 Mitchell	Mr Laurence Mitchell	Graduate Assistant, Year 7 Form Tutor.
7 Rizzo	Mr Karim Amar	Lead teacher of French, Assistant Head of Year 7.



8 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the Head of Learning Support or SENCO (please delete as necessary). Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, North Bridge House Senior School Hampstead is mindful of preparing students for adulthood.

North Bridge House Senior School, Hampstead is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

9 Parents' right to withdraw

- 9.1 If parents require more information on RSE for secondary aged children, this is a useful information source of information for them:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf

- 9.2 Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

10 Training

- 10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme on Wednesday mornings. North Bridge House Senior School Hampstead is a subscribing member of the PSHE Association and Brook.org giving staff access to resources and guest speakers which are used in lessons.
- 10.2 The Headteacher 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.

11 Monitoring arrangements

- 11.1 The delivery of RSE is monitored by **Ariana Oliver and the Senior Leadership Team** through: pupil voice questionnaires, work scrutiny, lesson observations and learning walks.
- 11.2 Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

The PSHE Curriculum has three core themes:

1. Health & Wellbeing
2. Relationships
3. Living in the Wider World

The PSHE Curriculum is comprised of 80% Health, Relationships and Sex Education + 20% Living in the wider world.

At North Bridge House Senior School, Hampstead PSHE is taught to all students at Key Stage Three through a weekly 50-minute lesson with a specialist teacher.

In Year 10, pupils continue to cover Health and Wellbeing, Relationships and Sex Education through their weekly 50-minute lessons with specialist teachers.

Nurturing a Global Perspective is core element of the Cognita curriculum, consequently additional time is dedicated to preparing students to live as global citizens in the wider world at Key Stage four. In Year's 10 all pupils follow a weekly 'Global Mindset Program' as they prepare for life after North Bridge House Senior. The table below summaries which components of the PSHE curriculum are delivered in which year at North Bridge House School.

	Autumn 1 Health & Wellbeing	Autumn 2 Relationships	Spring 1 Living in the Wider World	Spring 2 Health & Wellbeing	Summer 1 Relationships	Summer 2 Living in the Wider World
7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid.	Diversity Diversity, prejudice, and bullying.	Developing skills and aspirations Careers, teamwork, and enterprise skills, and raising aspirations.	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries.	Financial decision making Saving, borrowing, budgeting and making financial choices.
8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use.	Discrimination Discrimination in all its forms, including racism, religious	Community and careers Equality of opportunity in careers and life	Emotional wellbeing Mental health and emotional	Identity and relationships Gender identity, sexual orientation,	Digital literacy Online safety, digital literacy, media

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		discrimination, disability, discrimination, sexism, homophobia, biphobia, and transphobia.	choices, and diverse types and patterns of work.	wellbeing, including body image and coping strategies	consent, 'sexting', and an introduction to contraception.	reliability, and gambling hooks
9	<p>Peer influence, substance use and gangs.</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes.</p>	<p>Setting goals</p> <p>Learning strengths, career options and goal setting as part of the GCSE options process.</p> <p>Y9 Careers Fayre.</p>	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid.</p>	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.</p>	<p>Financial decision making</p> <p>The impact of financial decisions, debt, gambling, and the impact of advertising on financial choices</p> <p>Employability skills</p> <p>Employability and online presence.</p>

Year 10

	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Health, Relationships & Sex Education.	<p>Mental health</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.</p>	<p>Healthy relationships</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography.</p>	<p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models and the media</p> <p>Independence</p> <p>Responsible health choices, and safety in independent contexts</p>	<p>Addressing extremism and radicalisation.</p> <p>Communities, belonging and challenging extremism</p>	<p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship</p>	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.</p>

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					challenges and abuse.	
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Living in the Wider World is delivered through the World of Work Program.

12 Appendix 2: By the end of secondary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

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TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

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TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

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Ownership and consultation	
Document sponsor (role)	European Director of Education
Document author (name)	Beth Kerr/PSHE Leads
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Review – June 2022	Nicola Lambros Director of Education for Europe Alison Barnett – Regional Safeguarding Lead for Europe

Audience	
Audience	All school staff

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England	Yes
Wales	Yes
Spain	TBC

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Related documentation	
Related documentation	Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards