



Independent School for Girls Aged 2 to 18
and Boys Aged 2 to 11

SEX AND RELATIONSHIPS POLICY

Harrogate Ladies' College family of Schools:

Highfield Pre School, Highfield and College

SLT Responsibility: Joanna Fox

Governor Committee Review: Pupil Welfare

Next Review Date: November 2022

PRINCIPAL: Sylvia F. Brett BA (Dunelm), MA (London). **COLLEGE VISITOR:** Baroness Harris of Richmond.
Clarence Drive • Harrogate • North Yorkshire • HG1 2QG **T:** +44 (0)1423 504543 **E:** enquire@hlc.org.uk **www.hlc.org.uk**

REGISTERED OFFICE: Harrogate Ladies' College, Clarence Drive, Harrogate, North Yorkshire HG1 2QG.
Harrogate Ladies' College is registered as a Company in England. Registered number 197987. Educational Charity Registered No. 529579.

Since 1893



1. Aims

- 1.1. This policy aims to provide guidance on HLC's commitment to enabling all pupils to make safe decisions regarding sex and relationships through both formal education within curriculum time and as part of wider discussion opportunities, including through visiting speakers and seeking support from teachers, pastoral staff and the health centre.

2. Introduction

- 2.1. This policy sits in conjunction with the schools' policies on Child Protection and Safeguarding, Confidentiality, Equal Opportunities, Anti Bullying and online protection, and Complaints Procedure. The policy does not affect the rights of parents, carers or legal guardians who wish to withdraw their children from relationships and sex education (RSE).
- 2.2. Parents have the right to withdraw their children from all or part of RSE provided at school except for those parts included in the statutory National Curriculum. Schools should make alternative arrangements in such cases (Relationship and Sex Education Guidance, DfES, September 2020).

3. Consultation Process

- 3.1. This policy has been developed in consultation with:
 - (a) Pupils
 - (b) Parents
 - (c) Teaching, non-teaching and House staff
 - (d) Wellness Centre
 - (e) Representative religious communities

4. Rationale

- 4.1. Relationships and Sex Education supports the individual's lifelong learning about sex, sexuality, emotions, different types of relationships and sexual health. Embedded within the wider PSHE curriculum, it is intended to enable young people to acquire information, develop skills and form positive beliefs, values and attitudes that support them to move from adolescence to adulthood safely and confidently.
- 4.2. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs. Central to the RSE programme is the growth of self-esteem and taking responsibility for oneself and one's actions. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore, develop non-exploitative, caring relationships, both with themselves and others. They are also less likely to be exploited by others.
- 4.3. Relationships and sex education is needed as:
 - (a) Children and young people say that they want to learn more about sex and relationships (including all types of relationships)
 - (b) Parents say that although they want to talk to their children about sex and relationships, they want schools to help and support them

This policy applies to all members of our school community, including boarders and those in our EYFS setting.



- (c) It is a legal requirement for schools to provide RSE
- (d) RSE can make a positive contribution to children's and young people's personal and social development
- (e) RSE can help to prevent negative health outcomes such as unintended pregnancies and sexually transmitted infections

5. Objectives

5.1. The delivery of RSE will seek to:

- (a) Generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured.
- (b) Enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making.
- (c) Enable pupils to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision makers.
- (d) Enable pupils to develop the ability to form positive, non-exploitative relationships.
- (e) Enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others.
- (f) Enable pupils to understand the process of human reproduction.
- (g) Emphasise the role and value of family life.
- (h) Enable pupils to know what is and what is not legal in matters relating to sexual activity including FGM.
- (i) Inform pupils of where they can go for further information and advice.
- (j) To ensure delivery is accessible to all pupils, including those with SEND.

5.2. Through the delivery of RSE young people will be supported to:

- (a) Develop respect for oneself and other people
- (b) Learn to take responsibility for one's actions in all situations
- (c) Develop honesty and loyalty in relationships
- (d) Learn the importance and responsibilities of all family members, including the education of all family types
- (e) Develop sensitivity towards the needs and views of others
- (f) Recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- (g) Recognise and accept the differences of others

6. Delivery of relationships and sex education

6.1. RSE is always taught with due regard to moral and legal considerations and within the explicit values of family life and supportive relationships. Relationships and Sex Education will be delivered in years U3 to U6 in both Biology and PSHE lessons. The delivery will be made by a combination of the following staff, as appropriate:

- (a) trained/accredited teaching staff
- (b) specialists in RSE including Oakdale visiting professionals
- (c) peer education (i.e. young people informally)

This policy applies to all members of our school community, including boarders and those in our EYFS setting.



- (d) trained health professionals including HLC Nurses and external visitors from sexual health clinics for example

6.2. RSE within the PSHE and Science curriculum will be delivered using a variety of teaching methods and will be supported by a wide range of appropriate resources. The Head of Department is appropriately qualified to support and deliver high quality RSE resources and is able to deliver CPD sessions to any staff who are new to the changes in the guidelines for RSE.

7. Monitoring and evaluation

7.1. To ensure that this policy is supporting current policy and thinking on RSE, and is also meeting the needs of the target audience, it will be reviewed annually by Senior Deputy and the Head of PSHE.

7.2. The programme will be evaluated against the stated objectives and learning outcomes through:

- (a) Satisfaction surveys of pupils receiving RSE
- (b) Assessment of the impact of RSE, i.e.: a comparison of pupil's beliefs and activities prior to RSE input and after RSE input.
- (c) Internal evaluation by teaching staff
- (d) Inset provided by independent advisers/ head of department

8. The right to withdraw

8.1 Parents and guardians have the right to request their child is withdrawn from sex education by contacting Mrs Sylvia Brett to make this request. They may not request a withdrawal from relationships education. If the pupil is within three terms of her 16th birthday and opts to attend sex education there is no right to withdraw for parents.

10 Sexual Harassment

Harrogate Ladies' College takes seriously the challenge that sexual harassment in schools may pose to pupils. The school works to create a culture in which all forms of sexual harassment and abuse are recognized and addressed, including through the use of sanctions where appropriate in order to challenge the perception that this behaviour has become normalised.

The school has recognized the impact of 'Everyone's invited' and College leaders assume that sexual harassment is taking place in some form, whether this is in school, online or otherwise involving some pupils and therefore takes proactive steps to prevent this. These steps include, but are not limited to, education about sexual harassment and abuse, the Everyone's Invited movement, rights and the law through the PSHE curriculum lessons. Pupils also examine these themes in a pastoral setting during form sessions in an age appropriate manner. All staff receive training on what constitutes sexual harassment in its different forms and how to respond to a report of sexual harassment within school.



9. Helpful addresses and other resources

NHS direct

- 9.1. FreeCall – information and guides to local services

Childline

- 9.2. A free and confidential helpline for any child or young person in trouble or danger.
Telephone 08001111 or www.childline.org.uk

Teacher information website

- 9.3. www.ncb.org.uk/sexed.htm
9.4. PSHE association
9.5. www.teachernet.gov.uk
9.6. www.dcsf.gov.uk