

Relationships and Sex Education (RSE) Policy

This policy applies to:

Francis Holland Regents Park Francis Holland Sloane Square Francis Holland Prep

Where there are differences between the schools these have been clearly highlighted.

Policy owner	RP: Deputy Head Pastoral SSq: Senior Deputy Head Pastoral Prep: Senior Deputy Head and DSL
Type of policy	Regulatory; Under the Education Act 2002, all schools must provide a balanced broadly based curriculum which: <ul style="list-style-type: none"> • Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society • Prepares pupils at the school for opportunities, responsibilities and experiences of later life The 2006 Education and Inspections Act placed a duty on Governing Bodies to: <ul style="list-style-type: none"> • Promote the wellbeing of pupils at the school Revised Department of Education statutory guidance states that all schools must deliver <ul style="list-style-type: none"> • Relationships Education (Primary) and Relationships and Sex Education (Secondary)
Last reviewed / approved by / date	SLTs: 31 st January 2024 Education Committee: E sign off after Council 25/6/24
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Circulation	<input type="checkbox"/> Trust Website <input checked="" type="checkbox"/> Schools' Websites <input checked="" type="checkbox"/> Schools' Sharepoints <input type="checkbox"/> FHS People All policies are available from the Trust Office, Francis Holland Schools Trust, 35 Bourne Street, London, SW1W 8JA
Linked Policies	Personal, Social, Health & Economic Education PSHE Anti-bullying Equality, Diversity, Inclusion and Belonging Online Safety Safeguarding and Child Protection

	Learning Needs Accessibility Plan
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Revision History	
This section should be completed by the reviewer each time this policy is reviewed	
Changes made [Brief description of edits]	Date
Full review and revamp of policy	Spring 2022
Full rewrite of the policy and separation into one policy for PSHE and one for RSE	Spring 2024

Relationship and Sex Education(RSE) Policy

POLICY STATEMENT - INTRODUCTION

1. AIMS

The aims of relationships and sex education (RSE) in the Francis Holland Trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- promotes the fundamental British values of democracy, the rule of law, equality and individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This includes diverse expressions of sexuality

2. STATUTORY REQUIREMENTS

2.1 FRANCIS HOLLAND PREP

As a prep school, Francis Holland Prep must provide relationships education to all pupils in accordance with the statutory guidance for [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)

While not having to follow the National Curriculum, the school is expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum

In teaching RSE, the school must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

Francis Holland Prep must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when conducting their activities.

At Francis Holland Prep, Relationships Education is taught as set out in this policy.

2.2 FRANCIS HOLLAND SCHOOLS – REGENT’S PARK AND SLOANE SQUARE

As senior schools, Francis Holland Regent’s Park and Sloane Square must provide RSE to all pupils in accordance with the statutory guidance for [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)

In teaching RSE, the schools must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

The schools must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when conducting their activities.

At Francis Holland Regent's Park and Sloane Square, Relationships and Sex Education is taught as set out in this policy.

3. POLICY DEVELOPMENT

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

Step One, Review – a working group including staff from all three schools in the Trust, pulled together all relevant information including relevant national and local guidance.

Step Two, Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

Step Three, Parent/stakeholder consultation – parents/carers were invited to look at the policy and make recommendations.

Step Four, Pupil consultation – The schools investigated what exactly pupils want from their RSE.

Step Five, Ratification – once amendments were made, the policy was shared with the Senior Leadership Team in each school and ratified.

4. DEFINITION

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

RSE covers various aspects of relationships, sexuality, and personal well-being. Rooted in respect, inclusivity, and understanding, RSE aims to empower pupils with the knowledge and skills necessary to navigate the complexities of relationships, make informed choices regarding their sexual health and behaviour, and foster a culture of mutual respect and consent. Through age-appropriate curriculum, open discussions, and support systems, the Trust endeavours to create a safe and supportive environment where pupils can explore and develop a positive sense of self, relationships, and sexuality.

5. CURRICULUM

At Francis Holland Prep, we follow the Jigsaw RSE programme to help the girls learn about relationships, puberty, and human reproduction in a way that is appropriate for their age and stage of development.

The programme's goals include:

- Teaching correct terminology
- Preparing for puberty
- Helping girls cope with change
- Addressing girl's needs

The RSE curriculum for each Senior School in the Trust is set out as per Appendix 3 (Sloane Square) and on the Parent Portal at Regent's Park but may be adapted as and when necessary.

The curriculum has been developed in consultation with parents/carers, pupils, and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of

this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

The schools will share curriculum materials with parents and carers upon request.

6. DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Studies (RS)

FRANCIS HOLLAND SCHOOLS – REGENT'S PARK AND SLOANE SQUARE

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.

For more information about our RSE curriculum, see Appendices 1 and 2. And see The Parent Portal Link <https://myportal.fhs-nw1.org.uk/>

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

The schools will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism, or the illegal use of drugs.

6.1 INCLUSIVITY

The schools will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them.
- Is sensitive to all pupils' experiences.
- During lessons, makes pupils feel:
 - Safe and supported;
 - Able to engage with the key messages.

The schools will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in a whole-class setting or in small groups or targeted sessions;
- Give careful consideration to the level of differentiation needed.

6.2 USE OF RESOURCES

The schools will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage, and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and will not provoke distress

7. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

The schools will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The schools remain responsible for what is said to pupils. This includes making sure that any speakers, tools, and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Francis Holland Schools will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where the schools have full confidence in the agency, its approach, and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they are going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Schools can share agreed content from external organisations with parents and carers

8. ROLES AND RESPONSIBILITIES

8.1 THE GOVERNING BODY

The governing body will approve the RSE policy and hold the Heads to account for its implementation.

8.2 THE HEADS

The Heads are responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 STAFF

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Francis Holland Prep

RSE lessons are taught by the Head of PSHE

Francis Holland Regent's Park

RSE lessons are taught in PSHE lessons by trained staff, and in workshops by [It Happens Education | RSHE for Schools](#)

Francis Holland Sloane Square

RSE lessons are mainly delivered by [ACET UK](#) with some sessions being delivered by Form Tutors.

8.4 PUPILS

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

9. PARENTS' RIGHT TO WITHDRAW

9.1 FRANCIS HOLLAND PREP

- Parents/carers do not have the right to withdraw their child from relationships education.
- Parents/carers do have the right to withdraw their child from the non-science components of sex education within RSE.
- Requests for withdrawal should be put in writing and addressed to the Head. Notice to withdraw must be given two terms in advance.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

9.2 FRANCIS HOLLAND REGENT'S PARK AND SLOANE SQUARE

- Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. Notice to withdraw must be given two terms in advance. 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 and addressed to the Head.
- A copy of withdrawal requests will be placed in the pupil's educational record. The Head will discuss the request with parents/carers and take appropriate action.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. TRAINING

The training of staff on the delivery of RSE is included in our continuing professional development calendar.

11. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by:

- **Francis Holland Prep** – The Head and Head of PSHE
- **Francis Holland Regent's Park** – Head of PSHE
- **Francis Holland Sloane Square** – Head of Life Skills

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.