



## RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION GUIDANCE

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*For more information on, please visit the following website:*

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

RSE is taught by everyone.

At the heart of this, there is a focus on keeping children safe, and we can play an important role in preventative education.

This document contains several references to the aims of our provision; aims which we are constantly trying to achieve.

### NOTE to ALL Staff:

Our curriculum and subjects must put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. We all teach and deliver RSE.

When reading this document, please keep your own subject and area of the school in mind, thus generating your own **evidence** to support our delivery of Relationships Education, RSE and Health Guidance, as well as guiding your own teaching.

Children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

**Relationships Education is compulsory.** (And it takes place throughout the school, throughout all the year groups, in PSHE lessons, tutor times, Assemblies, Chapel, school values and the curriculum).

**Sex Education is compulsory only in secondary school – Year 7 and 8.**

The guiding principles re: compulsory content:

- Content must be age appropriate and developmentally appropriate;
- Must be taught sensitively and inclusively;
- Must respect the backgrounds and beliefs of pupils and parents;
- Must provide pupils with the knowledge they need of the law.

Some key ingredients:

- Teaching about mental wellbeing is central to all subjects;
- Schools should foster pupil wellbeing and develop resilience, and character, which are fundamental to pupils being: happy, successful and productive members of society;
- We should also develop: kindness, integrity, generosity and honesty.

#### **Note to teachers:**

Schools are free to determine how to deliver the content set out in the guidance, in the context of a broad and balanced curriculum.

In terms of PSHE and RSE, we are guided by the JIGSAW programme and the PSHE Association, of which we are a member.

Please use these links below, for further information AND training:

[www.jigsawpshe.com](http://www.jigsawpshe.com)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

**NB:** If you would like to be trained, please do ask.

**Below are the key areas of which we, as a school, should be aware:**

*Schools should...*

- have a good understanding of pupils' faith background;
- have positive relationships with local faith communities;
- teach about faith perspectives;
- reflect the law as it applies to relationships (Equality Act 2010);
- not unlawfully discriminate against pupils because of their age, sex, race, disability, religion, belief, gender reassignment, or sexual orientation;
- consider the make-up of their own pupil body;
- foster healthy and respectful peer-to-peer communication and behaviour between boys and girls;
- be alive to issues such as sexism, misogyny, homophobia and gender stereotypes and create a culture where these are not tolerated; occurrences are identified, and tackled;

- be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable and will never be tolerated and are not an inevitable part of growing up; (At this point, I would like to bring your attention to “Everyone’s Invited” *Please visit:*

[Welcome - Everyone's Invited \(everyonesinvited.uk\)](http://everyonesinvited.uk)

#### **What is “Everyone’s Invited”?**

It is a website and movement, founded by Soma Sara where:

*Everyone’s Invited* is a safe place for survivors to share their stories completely anonymously. The act of sharing their story with Everyone’s Invited allows many survivors a sense of relief, catharsis, empowerment, and gives them a feeling of community and hope.

- be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND;
  - ensure that all pupils and staff understand the importance of equality and respect;
- At this point, I would like to bring your attention to “Black Lives Matter”. *Please visit:*

[Home - Black Lives Matter](#)

#### **What is “Black Lives Matter”?**

#BlackLivesMatter was founded in 2013 in response to the acquittal of Trayvon Martin’s murderer. Black Lives Matter Global Network Foundation, Inc. is a global organization in the US, UK, and Canada, whose mission is to eradicate white supremacy and build local power to intervene in violence inflicted on Black communities by the state and vigilantes. By combating and countering acts of violence, creating space for Black imagination and innovation, and centering Black joy, we are winning immediate improvements in our lives. (Since the “Black Lives Matter” movement, although praised and admired, incorporates some controversial aspects, like the downfall of capitalism).

- ensure that all their teaching is sensitive and age appropriate in approach and content.

### **When working with parents / carers and the wider community...**

*Schools should:*

- work closely with parents when planning and delivering these topics;
- give parents the opportunity to understand the purpose and content of Relationships Education and RSE;
- invite parents to discuss what is being taught.

### **The right to be excluded from Sex Education (Also known as *The Right to Withdraw*)**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, it would be good practice for the headmaster to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. (We send a letter to parents of Year 7 and 8 children, explaining this, as well as outlining the content – which is in the form of 40-odd questions – see below).

## RELATIONSHIPS AND SEX EDUCATION QUESTIONS

1. How do I talk to my parents about sex and puberty?
2. When is it acceptable to start a 'proper relationship' and when will I be ready?
3. What does "being emotionally ready" mean?
4. Why do people become attracted to each other?
5. Can flirting lead to trouble?
6. Can you have a relationship without any physical contact?
7. Why are boyfriend and girlfriend relationships discouraged at Hazlegrove?
8. When do people choose to become sexually active?
9. What is the legal age for sex? What does the law say about this all? What does "consent" mean, including the age of consent?
10. What is an "abortion"? What does the law say?
11. What are periods? (Menstruation)
12. What are sanitary towels? What are tampons?
13. Are menstrual cycles (periods) painful for girls?
14. What is Pre-Menstrual Syndrome (P.M.S.) and Pre-Menstrual Tension (P.M.T)? And do all girls experience these in the same way?
15. Can you do sport when you have a period?
16. What is masturbating and is it 'normal'? (What are other words for masturbating?)
17. What are 'wet dreams'?
18. What is pornography and is it bad?
19. How do you avoid dangerous situations online?
20. What does the law say about sending and sharing nude and semi-nude pictures?
21. What is up-skirting, down-skirting and intrusive staring?
22. Is the internet a good place to learn about sex and puberty?
23. Why do boys and girls care more about their appearance as they hit puberty?
24. How do I deal with the pressures of situations I may find myself in next year? (Especially the pressure to send pictures of myself to my boyfriend / girlfriend)
25. What are sexually transmitted diseases and how do I avoid them?
26. What are the different types of contraception? And how effective are they?
27. What does "safe sex" mean?
28. Is same-sex sex legal, acceptable and normal? Do different countries/faiths have different rules about this?
29. What does LGBTQ+ mean?
30. Why is it important to wash regularly?
31. How might people's feelings and opinions differ about sex? And why?
32. What is FGM? (Also to discuss the criminality of FGM)
33. What is circumcision and do all boys get circumcised?
34. What is a virgin?
35. What does *Everyone's Invited* teach us?
36. What does "Black Lives Matter" teach us?
37. What is pornography? (Discuss the illegality of pornography)
38. What is grooming?
39. What is sexual exploitation and domestic abuse?
40. What is coercive and controlling behaviour?

## RELATIONSHIPS EDUCATION

Key focus areas are to teach children:

- About the building blocks and characteristics of positive relationships;
- To have respect for others;
- About the features of healthy friendships, family relationships and other relationships which children are likely to encounter;
- That the principles of positive relationships also apply online;
- About families and that families can take on many forms, which provide a nurturing environment for children;
- The development and practice of resilience;
- The development of personal attributes including:
  - Honesty
  - Integrity
  - Courage
  - Grace
  - Kindness
  - Generosity
  - Trustworthiness
  - Sense of justice
- About positive emotional wellbeing and mental wellbeing, including how friendships can support mental wellbeing;
- How to recognise and to report abuse, including emotional, physical and sexual abuse.

By the end of their time at Hazlegrove, the children should know about:

- Families and people who care for them;
- Caring friendships and healthy relationships;
- Respectful relationships and self-respect;
- Online relationships and online safety;
- Being safe and where to get advice.

And in terms of Sex Education, we cover the following:

- Relationships and health, including puberty – we ensure that the sex programme is tailored to the age and the physical and emotional maturity of the pupils.
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## RELATIONSHIPS AND SEX EDUCATION (RSE)

The aim of RSE:

*Children should:*

- Be given the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships;
- Know what a healthy relationship looks like;
- Know what makes a good friend;
- Know about contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure);
- Be taught about what is acceptable and not acceptable behaviour in relationships;
- Understand human sexuality and respect themselves and others;
- Have knowledge about safer sex and sexual health;
- Be taught about intimate relationships as well as family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult;
- Understand the benefits of healthy relationships to their mental health and self-respect;
- Be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- Explore faith, or other perspectives;
- Be aware of grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour;
- Be made aware of the physical and emotional damage caused by FGM (Female Genital Mutilation);
- Be taught about internet safety – the rules and principles for keeping safe online.

By the end of secondary school (and we certainly cover these topics in the Upper School), the children will have covered content under the following headings:

- Families;
- Respectful Relationships, including friendships;
- Online and media;
- Being safe;
- Intimate and sexual relationships, including sexual health.

## PHYSICAL HEALTH AND MENTAL WELLBEING

**The aim of teaching physical health and mental wellbeing:**

*To help children to:*

- Make good decisions about their own health and wellbeing – that good physical health contributes to good mental wellbeing, and vice versa;
- Promote self-control and the ability to self-regulate, and strategies for doing so;
- Reduce the stigma attached to health issues, in particular those to do with mental wellbeing;
- Understand puberty, including menstruation.

*Children are also taught:*

- The benefits and importance of daily exercise, good nutrition and sufficient sleep;
- The language and knowledge to understand the normal range of emotions – so that they can articulate how they are feeling;
- How to protect and support their own and others' health and wellbeing, including self-care techniques, personal hygiene, and first aid;
- Of the benefits of hobbies, interests and participation in their own communities;
- About the benefits of rationing time spent online and the risks of excessive use of electronic devices;
- About isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

*By the end of primary school, pupils should know about:*

- Mental wellbeing;
- Internet Safety and harms;
- Physical health and fitness;
- Healthy eating;
- Drugs, alcohol and tobacco;
- Health and prevention;
- Basic First Aid;
- Changing adolescent body.

### **Physical Health and mental Wellbeing (Secondary: Year 7 and 8 children)**

*Children will cover:*

- Information to help them make well-informed, positive choices for themselves;
- Changes to their bodies;
- The impact of puberty;
- Steps that need to be taken to protect and support their own wellbeing, like self-care, the benefits of physical activity and time spent outdoors, the benefits of sleep, good nutrition and strategies for building resilience;

- The benefits of hobbies, interests and participation in their own communities;
- Problems and challenges, including drugs, alcohol and eating disorders;
- “adverse childhood experiences” for example: family breakdown, divorce, bereavement, exposure to domestic violence;
- How to judge when they, or someone they know, needs support and where they can seek help if they have concerns.

*We will continue to develop the knowledge on topics, mentioned for primary school children, as well as covering the following:*

- Mental wellbeing;
- Internet safety and harms;
- Physical health and fitness;
- Healthy eating;
- Drugs, alcohol and tobacco;
- Health and prevention;
- Basic First Aid;
- Changing adolescent body.



## RSE: Opinion on how the school implemented the new RSE curriculum?

- School has implemented the JIGSAW programme (Nursery to Year 8)
- The school integrates content from the PSHE Association, of which we are a member, to the JIGSAW programme, for Year 7 and Year 8
- We are working more closely with KSB as the Year 7 and 8 are a part of Key Stage 3 and the work covered here with support and continue to be covered at KSB and most senior schools
- Parents are consulted via letters from Head of Wellbeing and PSHE
- In 2022-2023, we introduced Parent Forums: Online Safety, Promoting Positive Relationships and Sex Education – this is a termly initiative.
- PSHE teachers and the PLT discuss the implementation and teaching of RSE – this is communicated to tutors
- Letters are sent to parents of Middle School children re: puberty and menstruation
- Upper School parents are sent a list of questions in the Autumn term, to be covered in lessons in the Summer term. RS and GS deliver these lessons together
- The questions mentioned above are given to the children in the Autumn term and they are displayed in the PSHE classroom
- A policy has been written, and approved by Governors (see School website)
- There is a focus from Heads of Dept. to evaluate the provision of RSE in their departments
- RSE Guidance booklet has been shared with all staff
- It is possible to see what RSE topics (including content) are covered by visiting the JIGSAW and PSHE Association websites
- Tutors are sent weekly updates of the content covered in PSHE lessons plus a “Pause for Thought” to encourage dialogue with the children
- RSE is assessed by PSHE teachers. This assessment is done by:
  - Draw and write – where the children can share what they have learnt and understood;
  - Reflections – where the children use books or in the case of the Upper school children, their iPADS to record their reflections and what they have learnt. We use NOTEBOOK and this is private – it can only be seen by the teacher. The children have embraced this and feel more confident to share their thoughts, using this tool;
  - Questionnaires – the children complete an end of task questionnaire, although this tool is not limited to the end of a task. We also use this to gather data and evaluate provision – it has in the past, helped us plan for the next lessons too;
  - Verbal assessment – teachers also use verbal feedback as a tool for assessment. A well-directed plenary is a powerful tool to gauge the understanding and feel of the class;
  - Suggestion box / Children’s voice – children are also encouraged to use the Suggestion box or the bottles in PSHE classrooms to share their views; share what they are feeling and share what they feel they don’t understand or would like more time spent on a topic.
- Year 7 and 8 complete an RSE and Sexual Harassment Questionnaire and findings are shared with staff
- RS delivers an INSET session on RSE and “Everyone’s Invited”
- PSHE Notice boards in the Fitzjames hub and in the PSHE Classroom (Hervey room)
- We book in a Guest speaker to speak to the Upper School about “Black Lives Matter” (Autumn term); Bold Voices (Spring Term) - Gender Equality, possibly Angels and Bandits (Years 5 to 8 mental health and online safety): again.
- RS attended a course on Pornography, and shared with staff in INSET (October 2022)

<b>Is it taught well? By who?</b>
<ul style="list-style-type: none"> <li>• <b>ALL</b></li> <li>• Is taught across numerous areas within the school curriculum.</li> <li>• There is one dedicated PSHE lesson per week</li> <li>• There are Assemblies that are run by MB, KC, RS as well as Section Assemblies and House Assemblies plus Chapel</li> <li>• There is a tutor programme that includes: Bullying, Safeguarding, Everyone's Invited, Peer on peer abuse</li> <li>• The Nurses support the delivery of content</li> <li>• There are online safety talks</li> <li>• Leavers' Programme includes Old Hazlegrovians visiting the Year 8, to discuss their experiences and perspectives on senior school life</li> <li>• Several questionnaires are done throughout the year: Sexual Harassment, Diversity, Feeling Safe, Online Safety, Revision Skills</li> </ul>
<b>Can you see any improvements/ effectiveness of it?</b>
<ul style="list-style-type: none"> <li>• Through assessment pupils are aware of the key themes and terms.</li> <li>• Older pupils certainly have a greater awareness of wider issues.</li> <li>• Trying to change the language that is used by pupils.</li> <li>• Pupils enjoy PSHE lessons and the provision.</li> <li>• Staff are more aware of certain behaviours that they were perhaps previously aware of in the past.</li> <li>• My Concern, Teen Tips, Counsellors, Wellbeing Garden, Designated PSHE classroom (hub)</li> <li>• PSHE newsboard</li> <li>• A PSHE Pinboard in the Fitzjames</li> </ul>
<b>Evidence for opinion? How effective is this in focusing on areas such as consent and harassment and dealing with issues such as racism, misogyny and peer abuse?</b>
<ul style="list-style-type: none"> <li>• We now log pupil's behaviour and attitudes focusing on: sexual, physical, emotional and racial by using My Concern</li> <li>• The idea being that we are able to identify patterns of pupil attitude.</li> <li>• This will help develop an awareness of low-level behaviour and attitudes and implement advice/lessons through RSE, Assemblies etc.</li> <li>• We have suggestion boxes in the PSHE classrooms</li> <li>• We have a Wellbeing Monitor</li> <li>• Plan to create a Wellbeing Committee (with representatives from each class)</li> </ul>
<b>Are staff suitably trained and confident in the delivery of the RSE curriculum? What happened in training with regards to Everyone's Invited.</b>
<ul style="list-style-type: none"> <li>• All staff are offered training – we are members of the PSHE Association – where there are many courses on offer.</li> <li>• There has been significant internal inset on this, during the last academic year.</li> </ul>

- RS presented a talk on RSE and Sexual Harassment (based on the results of the Questionnaire), including “Everyone’s Invited”
- We have raised the awareness of “Everyone’s Invited” and the new book (same title) by Soma Sara
- RS booked onto a course re: Pornography and will feedback to staff
- All staff attended a Dealing with Pornography course” during Inset trainign this Autumn.

***Everyone’s Invited:*** how has the school responded to this initiative? How have procedures changed as a result? To what extent are you aware of any inappropriate sexual behaviour, either in school or out of school? What have you done about it? What should be done about it? What would you do should you become aware of any issues in this area? Do you have confidence that they would be dealt with effectively?

- Staff have been made aware of what Everyone’s Invited is, both through a presentation by RS (last year).
- Copies of the book are available in the library
- Safeguarding policy has been updated in line with the latest version of KCSiE. Peer on Peer abuse policy now included within it.
- Improved approach to how behaviour is monitored and recorded.
- Where sexual behaviour is reaches “inappropriate” discussion are had with pupils/pupils. Education of pupils is key. When patterns are identified/same offenders are spotted then we would follow the normal Rewards and Sanctions policy.
- PLT are informed
- Good practice: share cases / incidents – record it, follow it up (with a member of the PLT) and let’s share the actions taken.
- Identify trends.
- If you come across this sort of behaviour – correct it. Record it on My Concern.

***Black Lives Matter:*** how has the school responded to this initiative? Has anything changed in the way the school deals with racial discrimination? How effective is the school in preventing racial discrimination?

- Equal Opportunities policy lays this out – this can be found in Teams: HZG Policies
- Assemblies/guest speakers – planned for 2022-2023 – the Festival week – we have booked workshops with a local Guest speaker. Details:  
Louisa Adjoa Parker  
Writer, Poet, Speaker, Consultant  
[www.louisaadjoaparker.com](http://www.louisaadjoaparker.com)
- Black History Month – October 2022 – Pre-Prep are doing a lot on this subject. RS is taking an assembly in the Pre-Prep as well as the Prep school.
- The PLT and LTM are aware of the month and the need to celebrate and recognise it.
- Positions of school responsibility are taken from all members of the school community.
- It is worth reading the RSE policy – and making sure that all our subjects are promoting equality.
- English Department and History Dept will create opportunities
- There will be a Library display