



Marlborough House
Vinehall
A REPTON SCHOOL

Relationship and Sex Education Policy

Policy Formation

This policy document will be reviewed by the DSL, the Headmaster, and our Safeguarding Governor, this academic year. The Jigsaw Approach has been put into place and is the foundation of the PSHE Schemes of Work, which is overseen by the Deputy Head Pastoral, Nick Jensen.

Definition, Philosophy and Purpose

RSE at Marlborough House Vinehall is underpinned by the Christian ethos and values of the school (as outlined in the Handbook for Parents and Pupils) and it is an entitlement for all pupils. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets our pupils' needs.

Relationships Education for primary education and relationships and sex education for secondary education (all covered by the term RSE) is part of PSHE in the context of a broad and balanced curriculum, intended to provide pupils with what they need to know to be safe and healthy, and to understand how to manage all aspects of their lives in a positive manner. It comprises learning about the importance of family life and a child's upbringing; safety in forming and maintaining relationships; what healthy relationships consist of and how relationships may affect wellbeing, both mental and physical, and the concepts of marriage and civil partnership and the positives they bring.

The education provided is appropriate both for the age and developmental stage of the pupils and is taught with respect to the backgrounds and beliefs of all within the community, with the aim of providing pupils with the knowledge they need of the law. Relationships Education is statutory for primary-school aged pupils.

Sex Education, as part of RSE in secondary education, covers intimate relationships and what the law says about sex, relationships and young people. It also covers broader safeguarding themes and the use of technology in an evolving world. All themes must be covered by the end of secondary education and are not all covered in Year 7 and 8 at Marlborough House Vinehall. Appropriateness of the themes chosen is reviewed annually.

Sex education is not compulsory in primary schools and parents may write to the School should they wish to withdraw their child. However, the RSE programme also contains elements of the statutory science curriculum (*see Science Department Policy and Scheme of Work and DfE Sex and Relationship Guidance pages 19, 20 and 21*) from which parents and carers cannot withdraw their children.

Co-ordination and Planning of RSE

The Head of PSHE, Mr Nick Jensen, is responsible for the overall planning, implementation and review of the RSE programme. He monitors the planning and delivery of content, provides appropriate resources and offers guidance and support in the delivery and assessment of RSE. He liaises with external support agencies and may lead, organise or inform staff and the wider community of training and current issues. The content planned is delivered through designated PSHE curriculum lessons and in cross-curricular settings with the Science Department. It is also recognised that staff, particularly within the Boarding House, may be required to talk through certain issues with the pupils, either as a group or with individuals and these discussions will be based on the RSE policy.

Equal Opportunities

All pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties but we aim to ensure that all pupils have equal access to the curriculum. Class teachers are responsible for ensuring that such differentiation is appropriate for a group or individual, including within their lesson planning and preparation.

The RSE teaching takes place within mixed gender groups although there are planned opportunities for single gender sessions where gender specific issues can be discussed.

Marlborough House Vinehall's ethos is based upon Christian values and teaching. However, we recognise that the school community has cultural and religious diversity. We explore assumptions about different cultural beliefs and values and encourage activities that challenge stereotypes. Care is taken to ensure that a range of teaching materials and resources are used so that cultural diversity is reflected. We encourage discussion and consultation with parents and carers in order to ensure we consider cultural and religious concerns within our teaching. We also respect the right of our pupils, their families and our staff to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE.

We undertake to inform parents before the delivery of the RSE units so they can exercise their right for withdrawal from those lessons.

Mr Nick Jensen and Mrs Nicky Whittaker (Head of Pre-Prep) will liaise with Form Tutors to ensure that pupils who miss a specific RSE input due to reasons other than requested withdrawal are given the opportunity to catch up with the work in an appropriate setting.

As with all resources at the school, pupils with special educational needs and disabilities will be catered for and all materials appropriate for their individual circumstances.

The School will review materials regularly and ensure that the teaching of RSE is age-appropriate in content and will consider when it is appropriate to teach pupils about Lesbian, Gay, Bisexual, Transgender and Queer/Questioning (LGBTQ+). When taught, this material will be integrated as part of areas of curriculum and not delivered as discrete lessons.

Teaching and Learning Strategies

A variety of teaching strategies will be employed to deliver RSE. The emphasis will always be on developing the pupils' confidence so that they can actively participate and are involved with their learning within a safe and supportive learning environment.

To enable this to develop:

- ground rules will be established;
- distancing techniques will be used;
- strategies for dealing with unexpected questions or comments will be planned and practised, (*See DfEE Sex and Relationship Guidance 2000 p23*);
- self-reflection is modelled and put into practice.

Resources

Marlborough House Vinehall uses The Jigsaw Approach and so has been covering this material for several years in school. The decision was also made to move formally into using this scheme in Year 7 and 8 (in addition to other Citizenship material) to ensure continuity of pupils' ability to access high quality resources and content in this area.

All resources are selected to ensure that they are consistent with Marlborough House Vinehall's values and ethos and support and deliver the RSE aims and objectives. Care is taken that they are matched to the age and maturity of the pupils with whom they are used. Materials used with the pupils are available to the parents and carers on request to the Head of PSHE. Resources are also available to Governors when the policy is reviewed. Though specific content for year groups will be sent out in letter format to parents/carers in relevant year groups before the material is covered in class, the content areas associated with RSE in the different year groups throughout the school are listed below. This curriculum is constantly under review, but nothing would be added that could be viewed as contentious before first communicating with parents.

The below includes a general reference to the types of topics taught at different times of the year throughout the school. It goes without saying that this list is all encompassing and so references to drugs, alcohol and any Sex Education only take place at appropriate times in a child's time at the school.

PRE-PREP

All material covered in our PSHE curriculum is age appropriate. For further information regarding the teaching and learning provision throughout the year, it is available upon request to the Head of PSHE. The RSE coverage is as follows:

Stage of school / Year group	Topics covered in PSHE that cover Relationships and Sex Education (RSE) Spring Term 2 (Relationships) Summer Term 1 (Sex Education)
Nursery/Kindergarten	<ul style="list-style-type: none">• My family and me• Make friends, make friends, never ever break friends• Falling out and bullying• Being the best friend I can be• My body• Respecting my body (healthy eating)• Growing up• Fun and fears (about moving up a year group)• Celebration (of time in Nursery/Kindergarten)
Reception	<ul style="list-style-type: none">• My family and me• Make friends, make friends, never ever break friends• Falling out and bullying• Being the best friend I can be• My body• Respecting my body (healthy eating)• Growing up• Fun and fears (about moving up to Y1)• Celebration (of time in Reception)

Year 1	<ul style="list-style-type: none"> • Families • Making friends • Greetings • People who help us • Being my own best friend • Celebrating my special relationships • Life cycles • Changing me • My changing body • Boys' and girls' bodies • Learning and growing • Coping with changes
Year 2	<ul style="list-style-type: none"> • Families • Keeping safe – exploring physical contact • Friends and conflict • Secrets • Trust and appreciation • Celebrating my special relationships • Life cycles in nature • Growing from young to old • The changing me • Boys' and girls' body • Assertiveness • Looking ahead

PREP SCHOOL

All material covered in our PSHE curriculum is age appropriate. For further information regarding the teaching and learning provision throughout the year, it is available upon request to the Head of PSHE. The RSE coverage is as follows:

Stage of school / Year group	Topics covered in PSHE that cover Relationships and Sex Education (RSE)
Year 3	<ul style="list-style-type: none"> • Family roles and responsibilities • Friendship • Keeping myself safe online • Being a global citizen • Celebrating a web of friendships • How babies grow • Babies • Outside body changes • Inside body changes • Family stereotypes

	<ul style="list-style-type: none"> • Looking ahead
Year 4	<ul style="list-style-type: none"> • Jealousy • Love and loss • Memories • Getting on and falling out • Girlfriends and boyfriends • Celebrating my relationships with people and animals • Unique me • Having a baby • Girls and puberty • Circles of change • Accepting change • Looking ahead
Year 5	<ul style="list-style-type: none"> • Recognising me • Safety within online communities • Being in an online community • Online gaming • My relationship with technology - screen time • My relationship staying safe and happy online • Self and body image • Puberty for girls • Puberty for boys • Conception • Looking ahead 1 • Looking ahead 2
Year 6	<ul style="list-style-type: none"> • What is mental health? • My mental health • Love and loss • Power and control • Being online: Real or fake? Safe or unsafe? • Using technology responsibly • My self-image • Puberty (boys and girls have joint and separate talks) • Babies: Conception to birth • Boyfriends and girlfriends • Real self and ideal self • The year ahead
Year 7	<ul style="list-style-type: none"> • Positive qualities of healthy relationships • My changing supportive relationships • Getting on and falling out • Discerning external factors in relationships

	<ul style="list-style-type: none"> • Assertiveness in relationships • Ability to summarise behaviours that make relationships healthy or unhealthy • My changing body • Having a baby • Types of relationship and their impact • Image and self-esteem • My changing feelings • Ability to summarise the impact of changes in puberty
Year 8	<ul style="list-style-type: none"> • Being in control of myself • Being in control of my relationships • Being in control of my personal space (online and offline) • Managing control and coercion in relationships • Being in control of social media • Ability to summarise the differences between a healthy, positive relationship and a coercive relationship • Different types of relationships • What's in a relationship? • Looks and smiles (attraction) • Does watching pornography help people to understand relationships? • Alcohol and risk • Ability to assess my opinions on relationships issues and risks associated with alcohol and pornography

Recording and Assessment

As part of the PSHE programme, pupils will keep a notebook of their work as a record of progress. They will complete self-assessment tasks and informal observation takes place during lessons so that the end of term report is meaningful. Formal testing of information gained is not the norm within RSE lessons; however, those elements that form the science curriculum are assessed, both through class work and in school exams, culminating in Common Entrance and Scholarship examinations to establish levels of knowledge and understanding.

Catch-up opportunities will also take place between PSHE teachers and any pupil that misses lessons pertaining to RSE which would leave a fundamental gap in knowledge that could be detrimental to the educational development of a child.

Monitoring and Evaluation

In line with all subjects, the PSHE teacher is responsible for evaluating lessons as an on-going task. Planning and evaluation meetings take place, both formally and informally, between the Head of PSHE and other staff. Where appropriate, lesson observation and team-teaching take place. Pupils are given the opportunity to evaluate the resources and teaching methods at the end of each year.

Staffing

The PSHE Department and the Science Department deliver the specific RSE teaching. However, no member of staff will be forced to deliver RSE if they are not confident in so doing. All staff within the school have a role to play in underpinning the aims and objectives of the RSE programme and as such should become familiar with its content, values and ethos. This is particularly the case with the staff involved with the Boarding House.

Training and Development

Appropriate training will be provided for staff whenever necessary. Individual staff have a responsibility to keep themselves informed of new developments within RSE and to be aware of their own training needs.

Visitors

From time-to-time visitors, such as health professionals, may be brought into the school to support areas of the RSE curriculum. They are a supplement to, not a replacement of, the teacher-led curriculum. When they are used, the teacher will ensure that they have discussed and shared the planning, form and content of the input to be provided. The teacher will always be present during the session and will be responsible for the classroom management.

Visitors will be expected to follow the school guidelines on confidentiality and work within the school's value framework and RSE programme. On a one-to-one basis school nurses, doctors and local counselling services can offer confidentiality within their own professional guidelines.

Confidentiality

Marlborough House Vinehall School is committed to acting in the best interests of all individuals within the school community. RSE should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all RSE lessons.

Pupils will be told that teachers can keep confidentiality except where the teacher is concerned about their safety or that of another child. Where appropriate, pupils will be informed of sources of confidential help. Teaching RSE can lead to pupil disclosure and all staff and visitors must be aware that they cannot offer unconditional confidentiality to children in the school. Staff must also be aware of the school's child protection and safeguarding policy and procedures and local guidance from the Local Children's Safeguarding Board. Staff will reassure pupils that if confidentiality is to be broken, they will be told first and supported throughout.

Liaison with Parents and Carers

Parents and carers perform a key role in delivering RSE to their children, but many can find this difficult. It is therefore important that the School works in partnership with parents and carers in the delivery of RSE. The RSE policy will be made available to parents and carers on request to the School and they will be encouraged to discuss any concerns with the Head of PSHE.

Parents' right to request their child be withdrawn from Sex Education

The Department for Education guidance asserts:

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Except in exceptional circumstances, 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."

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to contact the Head of PSHE who will be more than happy to help discuss any concerns and pass them on to the Head where necessary.

If a decision is made to withdraw a child from any element of the curriculum, worthwhile alternative study will be provided for the child in question. Fulfilling activities complementing other themes covered in the PSHE curriculum will be provided as an alternative.

Monitoring and Review

The governing body will monitor this policy on an annual basis. The next review of this document will be Autumn Term 2026.