



SHEFFIELD GIRLS'

INFANT, JUNIOR & SENIOR SCHOOL

RSE Policy - Senior School

This policy has been drawn up according to guidance provided by the PSHE Association and with regard to **Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE 2019)**. As recommended by the DfE this policy takes account of existing **DfE guidance on preventing and tackling bullying, safeguarding and equality**.

Formulation of Policy

The RSE policy has been developed using the existing school RSE guidelines that were originally drawn up in summer 2005. The RSE working party comprised Head of PSHE, Head of Pastoral Care, a teacher of PSHE, a Y7 tutor, a member of the science department, the science coordinator from the Junior School and representatives from DAT. The governing body, the school nurse and a selection of pupils also had the opportunity to comment on the policy whilst in its draft form. It has been reviewed annually. When the 2019 RSE legislation from the DfE was taken into account the amendments were reviewed by the safeguarding member of our School Governing Board (SGB). The most recent update has been reviewed by the Head of PSHE and SLT.

We are committed to consulting with parents about the curriculum and hold regular PSHE parent events (last held in a face to face meeting in June 2025.) We invite all parents to read the RSE policy and give them the opportunity to comment or ask any questions. The link to the policy is sent to all parents at the start of each year in September and available to read on the school website and firefly pages.

Aims and Objectives

RSE aims:

- To provide accurate information about, and increase understanding of sex related issues.
- To dispel myths surrounding sex related issues.
- To explore a range of attitudes around sex related issues and help pupils to reach their own informed opinions.
- To promote core values of mutual respect, non-violence, negotiation and care.
- To develop skills in communication, risk assessment, decision making, assertiveness, conflict management, seeking advice and helping others.

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people 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, Relationships and Sex Education (RSE) and Health Education Guidance (DfE July 2019). “Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives.” (Sex and Relationship Education Guidance DfE July 2000)

The main objective is to help and support young people through their emotional, physical and moral development, thereby improving young people’s sexual health and reducing the negative consequences of sexual activity. A successful RSE programme is firmly embedded in PSHE so that it is able to help young people learn to respect themselves and others, and move with confidence from childhood, through adolescence to adulthood.

The different elements of RSE, which are interdependent, should promote this progression as knowledge alone will not promote sexual and emotional health and well-being. Knowledge must be taught alongside a proper consideration of values, attitudes and beliefs which in turn is closely related to the development of personal and social skills and the acquisition and understanding of accurate and unbiased information.

At Sheffield High School a clear programme of RSE which deals with issues beyond the statutory science curriculum is delivered within PSHE by teachers of PSHE with the assistance of the school nurse, school counsellor, older pupils such as the peer educators in Y12 and outside agencies. RSE also extends into the 6th form through the tutorial programme organised by the Director of Sixth Form .

The RSE policy aims to reinforce the aims of the school which are for our pupils to be confident, to flourish and be ready to take their place, and make a difference, in an ever-changing world.

RSE Framework (Morals and Values)

“Sex and Relationships Education is a lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.”

It has 3 main elements:

Attitudes and Values

- Learning the importance of values.
- Learning the value of family life, marriage, and stable, loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as a part of decision-making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.
- Promote skills in reviewing the impact and influence of the media and pornography.

- Develop the skills to stay safe in an increasingly sexualised society.
- Develop skills to raise self-esteem and assertiveness in order to resist pressure and coercion in terms of sexual relationships.
- Build on online safety awareness and skills to stay safe online and in using mobile technology.

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Learning to use appropriate language to describe body parts and functions.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and STIs, and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for and the benefits of making the right choices for them regarding sexual activity .
- The avoidance of unplanned pregnancy.
- Understanding of the law as it relates to all aspects of RSE inclusive of, but not exclusively: marriage, consent, CSE, pornography, FGM and equality.

Content of Relationship and Sex Education programme

The RSE policy seeks to ensure pupils acquire the skills and knowledge to make informed choices about their personal and sexual relationships based on equality and mutual respect so that they can enjoy their sexuality without harm.

In keeping with the findings of best practice research, RSE at Sheffield High School is delivered to all age groups (4-post 16) through a spiral curriculum that is embedded in a whole school framework for PSHE. As a result, topics are visited and revisited throughout a pupil's school life, ensuring that knowledge, work on attitudes, values and the acquisition of skills is delivered as appropriate to pupils' developmental stage and changing needs.

At Secondary level -

- Sex and Relationships education is set within a broader base of self-esteem and responsibility for the consequences of one's actions.
- Teaching is focused on relationships, love and care, and the responsibilities of parenthood, as well as sexual relationships.
- Pupils are taught all topic areas taking into account the specific characteristics included in the Equality Act. This is inclusive of, but not exclusively: learning about and being sensitive to LGBTQ+, sex/gender, disability, race and religious differences.
- Pupils are taught about personal responsibility, how "to say no", and how to talk to other people about situations with which they feel uncomfortable.
- Teaching is about boys as well as girls.
- Building self-esteem is fundamental.
- RSE examines the taking on of responsibility, assessing risk and the consequences of one's actions in relation to sexual activity and parenthood.
- RSE provides young people with information about different types of contraceptives, safer sexual practices and how to access local sources of further advice and treatment.
- RSE provides young people with a clear understanding of the arguments for resisting pressure.

- RSE explores links with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol.
- Young people learn how the law applies to sexual relationships.
- RSE aims to promote young people's skills in reviewing the impact and influence of the media and pornography whilst helping them to stay safe in an increasingly sexualised society.

Organisation of RSE

- The head of PSHE is responsible for coordinating RSE and PSHE lessons.
- When delivering RSE, teachers recognise that young people vary in attitudes, values, experience, levels of maturity, home environments and religious/cultural backgrounds. RSE educators use a range of strategies to bring about effective learning, including establishing ground rules (agreed by pupils themselves), using "distancing" techniques (role-plays, games and videos), and making use of discussion, project learning and encouraging reflection.
- All groups are single sex (girls).
- All resources used are available to view on the Firefly PSHE page.
- RSE sessions are led by teachers of PSHE with the assistance of the school nurse and outside speakers in the senior school.
- Liaison with the junior department is carried out through meetings between the PSHE co-ordinator in the junior school and the Head of PSHE in the senior school. The Head of PSHE also liaises with the pastoral team.
- The RSE programme is evaluated annually by both teaching staff and students. A number of techniques (see section below) are used to ensure the programme remains relevant and responsive to the needs of the students as well as enabling staff training needs to be identified.

Specific Issues Statements

Many parents/carers recognise that their own sex education was inadequate and most support the school in its provision of RSE. A letter is sent out to inform parents/carers of their right to withdraw their children from RSE and when it is being delivered. Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE July 2019) states parents' have the right 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.

Whilst being aware of the right to withdraw children, we aim to deliver RSE in a way that is welcomed and appreciated by all parents/carers so there should be no reason for withdrawing children. We aim to keep parents/carers fully informed about planned topics for study and teaching materials through access to our annually reviewed RSE policy, the PSHE Education Programmes of Study (available on PSHE firefly pages) and our PSHE Parent Information evening held annually in June.

Child Protection issues

The school has fully comprehensive safeguarding strategies in place.

Issues of Confidentiality

Issues of confidentiality are covered in the safeguarding code of practice.

Answering difficult questions

Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate or unreliable sources of information and so a variety of techniques are used to help young people to talk freely and openly when discussing sex or relationship related issues. The establishment of ground rules (group agreement) by the pupils themselves creates an appropriate atmosphere in which teacher and pupils feel comfortable so that even sensitive and/or potentially embarrassing issues can be considered. Distancing techniques are employed by staff as well as opportunities for pupils to ask questions anonymously.

Use of Visitors

The use of visitors from external agencies is sometimes invaluable in the delivery of RSE. The checklist for using visitors (from the PSHE Association) and the Protocol for Visiting Speakers policy is used to ensure the visit meets the needs of the pupils, the teacher, the visitor and the school itself. Prior to visits, visitors are also talked through the school's approach to RSE and resources checked.

Selection of RSE resources

The PSHE department constantly seeks to update resources (videos, card games, photographs, posters, newspaper articles etc...) and is careful to select and use resources free from stereotyping, bias and prejudice. It is vital that resources are suitable for the age and experience of pupils, especially when materials are not specifically produced for educational purposes.

Procedures for monitoring and evaluation

RSE is regularly evaluated, progress is monitored and experiences shared. This process involves staff and students to ensure that the programme is relevant and responsive to the needs of the students and enables staff training needs to be identified. External agencies are evaluated by teachers and students. A number of techniques are used in the evaluation process:

- Observation of students as they work
- Quizzes and questionnaires to ascertain levels of knowledge
- Questionnaires to measure attitudes
- Role-plays
- Problem-solving activities
- Individual recall
- Success celebrated through the awarding of effort
- Review through PSHE committee at KS3&4
- Review through end of year student voice feedback

Dissemination of the RSE policy

The RSE policy is available to all parents and carers on the school website and firefly pages.

The RSE policy is available to all staff in the staff handbook which is updated annually and available on the firefly system.

Parents are welcome to arrange a meeting with the Head of PSHE at any time to discuss the RSE program of study.

Staff training

The RSE policy is available to all staff in the staff handbook which is updated annually.

PSHE teaching staff have access to relevant PSHE CPD and regularly disseminate good practice.

Responsibility:	Updated:	Review:
AR/SFW	06/25	09/26