

# Lincoln Minster School

## Relationships and Sex Education (RSE)

### 1. Policy Statement

From September 2020, pupils receiving secondary education must be taught Relationships and Sex Education, under the Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019.

Lincoln Minster School understands Relationship and Sex Education (RSE) to be the process of lifelong learning about physical, moral, and emotional development. It is about the importance of family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, and sexual health.

The rationale of RSE at Lincoln Minster School is to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

It aims to teach what is acceptable and unacceptable behaviour in relationships, including how to develop intimate relationships constructively and positively. It aims to teach pupils to understand human sexuality and to respect themselves and others.

At Lincoln Minster School, we want to build our pupils' self-esteem and confidence to make good, positive decisions around sexual activity. The school believes that knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed, and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way to allow scope for pupils to ask questions in a safe environment.

Lincoln Minster School recognises that parents and/or guardians are the key people in teaching their children about relationships and sex. The school aims to work in partnership to support them in preparing their children for happy and fulfilled relationships in adult life.

1) This policy applies to all members of the Lincoln Minster school community, including those in our EYFS setting.

2) Lincoln Minster School implements this policy through adherence to the procedures set out in the rest of this document.

3) This policy is available to all interested parties in accordance with our Provision of Information policy. It should be read in conjunction with school's Behaviour, E-Safety, Anti-bullying, Child Protection (Safeguarding), Equal Opportunities and PHSE policy documents. This policy should be read in conjunction with the more detailed [United Learning Relationships, Sex and Health Education Guidance for Schools](#) and the DfE guidance regarding [Relationships and Sex Education](#)

4) Lincoln Minster School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity policy document.

5) This policy is reviewed at least annually or as events or legislation changes require. The policy is reviewed by J Muir, Deputy Head Pastoral, M Burton (Head of the Preparatory School) and S Palmer (Head of Personal Development.) The next scheduled date for review is July 2022.

<b>Reviewed by</b>	J Muir; Deputy Head Pastoral M Burton; Head of the Preparatory School S Palmer; Head of PHSE
<b>Date</b>	September 2021
<b>Reason for change</b>	Annual review
<b>Next review date</b>	July 2022

## Contents

<b>1. Policy Statement</b>	<b>Page 1</b>
<b>2. Aims of RSE at Lincoln Minster School</b>	<b>Page 3</b>
<b>3. Equality</b>	<b>Page 3</b>
<b>4. RSE and SEND provision</b>	<b>Page 4</b>
<b>5. LGBT+</b>	<b>Page 4</b>
<b>6. Roles and Responsibilities</b>	<b>Page 4</b>
<b>7. Legislation (statutory regulation and guidance)</b>	<b>Page 4</b>
<b>8. Safe and Effective Practice</b>	<b>Page 5</b>
<b>9. Safeguarding</b>	<b>Page 6</b>
<b>10. Engaging stakeholders</b>	<b>Page 6</b>
<b>11. Governors</b>	<b>Page 7</b>
<b>12. RSE Teaching and Learning Objectives – Prep School</b>	<b>Page 7</b>
<b>13. RSE Teaching and Learning Objectives – Senior School</b>	<b>Page 9</b>
<b>14. Monitoring, Reporting and Evaluation</b>	<b>Page 12</b>
<b>15. Complaints</b>	<b>Page 12</b>

## 2. Aims of RSE at Lincoln Minster School

Its objective is to enable pupils to learn about:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) intimate and sexual relationships, including sexual health.

Relationships and sex education will only use teaching and materials which are appropriate to the age of the pupils receiving it, with consideration given to the religious background.

Sex education is not compulsory in primary schools. However, United Learning have made the decision that all its primary schools should teach sex education to ensure children are suitably prepared for transition to senior school. As such, the sex education taught in the Prep school will be appropriately tailored to the age, physical, and emotional maturity of the pupils. Particular focus will be given to the delivery of sex education in Year 6, ensuring pupils are well prepared for their transition to senior school. With this in mind, the Head of PHSE will consult with parents of Year 6 pupils during their final year at Prep, about the detailed content of what will be taught, including offering parents support in talking to their child about sex education and how to link this to what is being taught in schools.

## 3. Equality

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of that Act schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE. The School can take positive action where it can be shown that it is proportionate to deal with disadvantages affecting one group because of a protected characteristic. For example, the School could take positive action to support LGBT+Q+ pupils if there was evidence, they were disproportionately being subjected to bullying, abuse, or harassment. The School shall seek to be aware of contemporary issues such as 'everyday sexism', misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled, and pupils know where to go for support.

#### 4. RSE and SEND provision

The School will ensure that RSE is accessible for all its pupils. Quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The School will be mindful of preparing for ‘adulthood outcomes’ as set out in the SEND code of practice when teaching RSE to those with SEND. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their SEND. Such factors will be taken into consideration in the delivery of RSE.

#### 5. Lesbian, Gay, Bisexual and Transgender (LGBT+)

In teaching RSE, Lincoln Minster School will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. The School will ensure that teaching is sensitive and age-appropriate and will fully integrate discussion of LGBT+ issues into all relevant parts of the broader RSE curriculum. RSE will be fully inclusive and relevant to those who identify as LGBT+.

#### 6. Roles and Responsibilities

The Head of PHSE, Sam Palmer, is responsible for the implementation of the RSE Policy, alongside the Deputy Head Pastoral, Jenny Muir and Head of Preparatory School, Mark Burton and for the development and review of the policy.

RSE is delivered through the PHSE program, with a certain amount of RSE content taught by the Science department as part of their KS3 Biology modules. However, Lincoln Minster School believes that teachers of all subjects can make valuable contributions to the delivery of RSE. The Head of PHSE is responsible for ensuring that all teachers who deliver RSE are appropriately supported. Further internal support or external training may also be offered.

#### 7. Legislation (statutory regulation and guidance)

The [Relationships Education, Relationships and Sex Education \(England\) Regulations 2019](#) states that pupils receiving secondary education must be taught RSE and Health Education from September 2020. The guidance gives schools freedom to deliver the content set out in the guidance in the context of a broad and balanced curriculum. At Lincoln Minster School, the School has chosen to deliver RSE mainly as part of a timetabled Personal Development program supplemented with various talks and activities. The Personal Development policy and associated Schemes of Work highlight the relevant content throughout the school. This policy is also informed by PSHE Association Guidance, specifically ‘Writing Your School’s Relationships and Sex Education (RSE) Policy’ (2018). The School will also consider the PSHE association’s toolkits and resources as it develops its RSE content. Further guidance was taken from the Sex Education Forum, especially their ‘Whole School Approach RSE Audit Tool’ and their various teaching resources.

## Supporting Documents -

- [Keeping Children Safe in Education](#) (2021 update, statutory guidance)
- [Behaviour and Discipline in Schools](#) (DfE guidance for schools, 2016, updated 2020 including advice for appropriate behaviour between pupils)
- [Equality Act 2010](#)
- [SEND code of practice: 0 to 25 years](#) (Updated 2020, statutory guidance)
- [Alternative Provision](#) (DfE update 2016, statutory guidance)
- [Promoting Children's and Young People's Mental Health and Wellbeing](#) (DfE guidance, 2021)
- [Preventing and Tackling Bullying](#) (DfE advice for schools, including advice on cyberbullying, 2017)
- [Sexual violence and sexual harassment between children in schools](#) (DfE 2017 advice for schools, updated 2021)
- The [Equality and Human Rights Commission](#) Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (DfE 2014 guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social, and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social, and cultural development)

## 8. Safe and Effective Practice

The School recognizes that for RSE to be safe and effective, certain 'ground rules' need to be understood by all those who take part. At the start of each section of RSE teaching, teachers and pupils will discuss these ground rules, which are likely to include:

- An agreement on how potentially sensitive questions can be asked; this is likely to include a mechanism for asking questions anonymously or an opportunity to ask the teacher privately as opposed to in front of the rest of the group.
- Discussion of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room without due cause.
- How teachers will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature.
- The promotion of 'distancing techniques' that encourage pupils not to personalise their questions or discussions. Teachers should bring any non-urgent issues for discussion to the appropriate form tutor. Any urgent and/or safeguarding issues should be immediately reported to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads in line with the School's Safeguarding and Child Protection Policy (see below).

The curriculum content will be delivered in a non-judgemental, factual way.

## 9. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. When such concerns are raised, teachers will follow the normal child protection and safeguarding procedures in immediately discussing these concerns with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads. Ordinarily visitors will be discouraged from observing RSE lessons. Observations will be undertaken by the Head of PHSE to ensure consistency of teaching and the safety of pupils. Where visiting speakers are invited to deliver aspects of the RSE curriculum, testimonials will be sought from other schools and the Head of PHSE will brief them in advance regarding the School's safeguarding procedures. Visiting speakers will always be accompanied by a member of Lincoln Minster School staff when delivering RSE content. All visiting speakers are logged on the 'Visiting Speakers Register', which sits at Reception.

## 10. Engaging Stakeholders

Lincoln Minster School is committed to working closely with parents, guardians, and carers to deliver high quality, meaningful RSE which prepares their son/daughter to have happy and healthy relationships now and in adult life. The School recognises that parents, guardians, and carers have the final decisions about their son/daughter's sex education: parents have the right to withdraw their child from some or all of the sex education at Lincoln Minster School.

If parents have any queries or wish to withdraw their son/daughter from RSE, they should contact their son/daughter's form tutor in the first instance. The following process would then take place:

- The Head of the Preparatory School will automatically grant a request to withdraw a Prep pupil from sex education, other than as part of the science curriculum.
- In the case of a request for a Senior School pupil, all requests of parents for their child to be withdrawn from some or all of Sex education delivered as part of the statutory RSE should be made in writing to the Headmistress. The Head of PSHE would then discuss with the parent (and, if appropriate, the pupil) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered. The Head of PHSE would be supported by the Deputy Head, Pastoral if necessary.
- The Head of PHSE would discuss with the parent the benefits of the pupil receiving this important education and any detrimental effects that withdrawal might have on the pupil, including social or emotional effects of being excluded as well as the likelihood of the pupil hearing from their peers what was covered (and having that content channelled through a pupil's voice rather than a teacher's).
- Once those discussions have taken place, except in exceptional circumstances (e.g. safeguarding concerns), the school would respect the parents' request to withdraw the pupil, up to and until three terms before the pupil turns 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the pupil with sex education during one of those terms.
- For most pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Head of PHSE will want

to take a pupil's SEND into account when making this decision and this would be done with support from the appropriate SENDCO.

When pupils are withdrawn from Sex Education, alternative arrangements will be made for these pupils which will ordinarily involve private study. The right to withdraw from lessons relates only to sex education, and not to the teaching of the biological aspects of human growth and reproduction.

There is no right to withdraw from the Relationships aspect of RSE as the government believes the contents of these subjects – such as family, friendship, safety (including online) – are important for all children to be taught. The School will inform parents, guardians, and carers about when RSE is delivered to their children. In addition, information on the RSE curriculum is available within the PSHE Policy and Schemes of Work.

## 11. Governors

Department for Education guidance makes specific requests of Governors, alongside fulfilling their broader, legal obligations. Governors are required to ensure that:

- all pupils make progress in achieving the expected educational outcomes
- RSE is well led, effectively managed, and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- RSE is well-resourced, staffed and timetabled in a way that ensures that the School can fulfil its legal obligations

The School will enable Governors to fulfil these responsibilities by providing information about the delivery of RSE in regular reports (the termly Education and Welfare Report) to Governors. The Governors will review and agree this policy on behalf of the Governing Body annually.

## 12. RSE Teaching and Learning objectives- Preparatory School

Relationship Education taught in the Preparatory School focuses on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. Intrinsic qualities and behaviours such as kindness, consideration and respect, honesty and truthfulness, resilience, and integrity are also covered.

Sex education at the Preparatory school supports pupils' ongoing emotional and physical development. The learning objectives ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

**By the end of Year 6:**

<p><b>Families and people who care for me</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ That families are important for children growing up because they can give love, security and stability.</li> <li>▪ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>▪ That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.</li> <li>▪ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>▪ That marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring Friendships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>▪ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>▪ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>▪ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>▪ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>▪ The conventions of courtesy and manners.</li> <li>▪ The importance of self-respect and how this links to their own happiness.</li> <li>▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>▪ What a stereotype is, and how stereotypes can be unfair, negative, or destructive.</li> <li>▪ The importance of permission-seeking and giving in relationships with friends, peers, and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>▪ That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>▪ How information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>▪ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>▪ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>▪ How to respond safely and appropriately to adults (in all contexts, including online) they may encounter who they do not know.</li> <li>▪ How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>▪ How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</li> <li>▪ Where to get advice from e.g. family, school and/or other sources.</li> </ul>

### 13. RSE Teaching and Learning Objectives: Senior School:

RSE at the Senior School builds upon on the foundation of RSE taught in the Prep School. It focuses on giving pupils the information they need to develop safe, healthy, nurturing relationships of all kinds: supportive family relationships, good friendships, good colleagues, successful marriages or civil partnerships or other types of committed relationship. It also covers contraception, sexual health, developing intimate relationships and resisting pressure to, and not applying pressure to, have sex.

In addition, there is a strong focus with delivery of RSE at the Senior School on the importance of self-respect and respect of others. This includes the reasons for delaying sexual activity, alongside supporting people to develop safe, fulfilling, and healthy sexual relationships (regardless of sexual

orientation) at the appropriate time. Pupil should feel they can ask questions in a safe environment, and the school has mechanisms in place to allow pupils to raise issues, anonymously if needed.

**By the end of Year 11:**

<p><b>Families</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ That there are different types of committed, stable relationships.</li> <li>▪ How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>▪ What marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>▪ Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>▪ The characteristics and legal status of other types of long-term relationships.</li> <li>▪ The roles and responsibilities of parents with respect to the raising of children.</li> <li>▪ How to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<p><b>Respectful relationships including friendships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ The characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>▪ How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.</li> <li>▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>▪ That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>▪ What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>▪ The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
<p><b>Online and media</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply online and offline.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>▪ Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>▪ What to do and where to get support to report material or manage issues online.</li> <li>▪ The impact of viewing harmful content.</li> <li>▪ That specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>▪ That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>▪ How information and data is generated, collected, shared and used online.</li> </ul>
<p><b>Being Safe</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>▪ How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).</li> </ul>
<p><b>Intimate and sexual relationships including sexual health</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>▪ That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>▪ The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>▪ That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>▪ That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>▪ The facts about the full range of contraceptive choices and options available.</li> <li>▪ The facts around pregnancy including miscarriage.</li> <li>▪ That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>▪ How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>▪ How prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>▪ How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>▪ How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

#### **14. Monitoring, Reporting and Evaluation**

Teachers will be encouraged to reflect critically on their practice in delivering RSE through discussion with the Head of Personal Development. The Head of Personal Development is responsible for ensuring the quality and consistency of RSE teaching. Pupils will have opportunities to review and reflect on their learning during lessons at the end of a period of significant RSE teaching. Pupils will be invited to offer voluntary feedback via the School Council, the Suggestion Box or by the online 'report a concern' form. The Head of Personal Development will provide regular updates on the delivery of RSE, including any changes made as a result of the feedback collected above, to the Head of Prep and the Deputy Head Pastoral.

#### **15. Complaints**

Any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure.