



# Relationship & Sex Education Policy

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## 1. Definition & Aims

RSE is defined as the emotional, social, and cultural development of pupils, and involves learning about relationships including sex education, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. At Cornfields School & Belle Vue School, RSE is not about the promotion of sexual activity but about a greater understanding of the ways to stay safe in this area. It is taught as part of the broader PSHE curriculum.

RSE falls within the "Personal, Social and Health Education" curriculum (PSHE).

The aims of relationships and sex education (RSE) at our schools are to:

- Help pupils develop feelings of self-respect, self-esteem, mutual respect, confidence, tolerance and empathy for themselves and others.
- Prepare pupils to make informed, reasoned and responsible choices and develop a strong moral code.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Promote a healthy lifestyle.
- Provide a framework in which sensitive discussions can take place.
- Create a positive culture around issues of sexuality and relationships, and to develop the skills to discuss these with sensitivity.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of mental, physical and emotional health, and high standards of hygiene.

RSE, **as part of the PSHE [& PSHCE] education curriculum**, is vital to the development of our pupils. The planned programmes are designed to help them deal with the difficult moral, social and health-related issues that arise in their lives and in society. They also help pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. Effective RSE is a key component in our approach to safeguarding our pupils through the curriculum.

This policy has been drafted in consultation with parents and carers who provided valuable feedback on how the policy would best meet the needs of their child. The feedback was gratefully received and has allowed this policy to be crafted to be child focussed.

## 2. Statutory requirements

Schools are required to teach relationships and sex education (RSE) under the Children and Social Work Act 2017 [section 34], in line with the terms set out in statutory guidance. We deliver the majority of the RSE content through PSHE. Some elements of the RSE statutory content is delivered through the science curriculum. We also teach health education under the same statutory guidance.

Documents that inform the school's RSE policy include:

- Education Act (1996).
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).
- Equality Act (2010).
- Supplementary Guidance SRE for the 21<sup>st</sup> century (2014).
- Keeping children safe in education – Statutory safeguarding guidance (2016).
- Children and Social Work Act (2017).
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers (2019).

### **3. What we teach**

As with all schools, we are required to cover the content for Relationships and Sex Education [RSE], and health education, as set out in the statutory guidance and with a particular emphasis on teaching our pupils how to stay safe.

The content of our curriculum was decided upon following a consultation process with parents before the final curriculum was published on our website. Our RSE programme is an integral part of our whole school PSHE education provision and will cover all aspects of the statutory content across the duration of Key Stages 1, 2, 3 and 4.

Although not part of the new statutory guidance, we include PSHE as part of our Key Stage 5 curriculum.

We recognise that there are a number of reasons that personal safety programmes and relationships and sex education (RSE) are not always made accessible to d/Deaf and disabled children in special schools. These reasons include:

- teachers may not realise they need to teach RSE to children with disabilities
- parents and professionals may think young people with learning disabilities shouldn't have relationships or sex
- teachers may feel they need more training about how to deliver RSE to children with disabilities
- school governors may not approve RSE being taught in a different, more accessible way
- the school may prioritise other subjects over RSE
- sex and relationships education may not be taught in a way that makes sense to young people with learning disabilities (Garbutt et al, 2010).
- the preconception that a disabled child may not know how to recognise abuse or who to tell.

We teach RSE to all pupils to promote their safety and have developed the curriculum taking into account the age, needs and requirements of pupils. If pupils ask questions outside the scope of this policy, staff will respond in an appropriate manner, so they are fully informed and are not left trying to seek answers online. Should any questions give rise to any safeguarding concerns then this will be reported following the usual school procedures.

The curriculum has been developed whilst taking into account the NSPCC advice on providing RSE education to children - [Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#)

For all aspects of the statutory RSE content, see the content list [Appendix 1].

#### **4. How we teach it**

RSE is taught to all year groups, through the dedicated PSHE curriculum slot. This is supplemented by drop down days for different year groups at various points throughout the year. We adopt a flexible approach to drop down days to ensure we meet the needs of pupils.

We provide RSE & PSHE education through a spiral curriculum that gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach.

RSE & PSHE lessons are delivered by the form tutors. Some elements of the RSE curriculum are delivered/supported by external agencies, for example, Brook [Sex Education] and The Red Cross [Health education – First Aid]. Visitors to the classroom enrich the RSE & PSHE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned development programme, and the teacher is always present to manage the learning. Visitors are resources to enable learning and are not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit.

Tutor time activities, assemblies and whole school events often compliment the RSE & PSHE curriculum to ensure we offer a rich and holistic approach to RSE/PSHE. It is the responsibility of the form tutor to adapt and differentiate the lesson resources to ensure that all pupils can access the content.

We accept that some topics are sensitive to parents/carers; these topics include reproduction, physical development and same-gender relationships. We clearly state on our curriculum maps where these take place and will always inform parents when they will be delivered and make the lesson materials available to view before the sessions take place. Our curriculum consultation has allowed parents and carers to be more involved in the subject and to feel more comfortable with the topics being delivered.

We teach body changes, including menstruation in females, from year 4 upwards because this is the age that many girls begin this stage of their development. These lessons are developed in year 5, always to single-sex class groups by experienced members of staff. We teach human reproduction from conception to birth when pupils are able to access this as part of the RSE curriculum, building on content already delivered in the science curriculum.

Our teachers receive training on the delivery of RSE/PSHE as part of the wider staff training programme. Where necessary or appropriate additional training will be provided to ensure all staff are confident in their delivery.

Should any teachers feel the need to raise concerns about their ability to teach certain areas of the RSE and PSHE curriculum they can contact the Head Teacher to do so

There are no formal assessments in RSE and PSHE. Units of work start with baseline assessments and conclude with pupils revisiting these baseline assessments to assess their progress. There is no statutory requirement to assess or report on RSE outcomes.

## **5. Safeguarding and Responsibility**

PSHE and RSE work with pupils' real-life experiences, and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of ground rules. These include but may not be limited to;

- Listen to each other (only one person talks at a time).
- Challenge the statement; not the individual making it.
- The 'right' not to answer questions.
- No personal questions to be asked by pupils or teachers.
- If giving an example, make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in PSHE and RSE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. All staff at Cornfields School & Belle Vue School receive regular safeguarding training.

## **6. Roles and Responsibilities**

### **The Governing Board**

The governing board will approve the RSE policy and hold the Head Teacher to account for its implementation.

### **The Head Teacher**

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school.

### **Staff**

Staff [Tutors] are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE5
- Monitoring progress
- Responding to the needs of individual pupils

## **Pupils**

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

## **Parents and Carers**

We are committed to working with parents and carers. Parents and carers are invited to contact the school directly with any queries or concerns. The resources used are also available on request.

## **7. Withdrawing Children from RSE**

From September 2000, the RSE curriculum is statutory in primary schools and parents may not withdraw children from statutory curriculum content. Children also may not be withdrawn from content covered in the science or RE curriculum, for example human reproduction. The Head Teacher will always look to engage in dialogue with any parent of a primary school aged pupil who is concerned about the content delivered to enable the child to learn all content from our curriculum as well as the statutory national curriculum.

Parents/carers of secondary school aged pupils have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until three terms before the child turns 16. 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 Teacher.

A copy of withdrawal requests will be placed in the student's educational record. The Head Teacher will discuss the request with parents/carers and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

If a parent or carer requests that their child be removed from 'sex education', the school will provide support by ensuring the child understands that if they have questions, they may still speak with a member of staff directly. The school will also provide other PSHE education work on the themes of positive social relationships and managing change. This will be completed in a supervised location in school.

## **8. Monitoring arrangements**

The delivery of RSE & PSHE is monitored by the Head Teacher

Schemes of work are monitored along with learning walks and book looks. This ensure that the quality of provision is monitored and improved where necessary.

Pupils will have opportunities to review and reflect on their learning during lessons through baseline and end-of-unit reflections.

Student voice will be influential in adapting and amending planned learning activities. Focus groups and/or surveys will be conducted as part of annual review and monitoring processes.

## Appendix 1: RSE Curriculum Statutory Content

### Families are people who care for me

- That families are important for children growing up because they can give love, security and stability.
- 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.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know what other children's families are also characterised by love and care.
- 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.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from other if needed.

### Caring Friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.



## Respectful Relationships

- 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 preference or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners
- The importance of self respect and how this links to their own happiness
- 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.
- 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.
- What a stereotype is, and stereotypes can be unfair, negative, or destructive
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

## Online Relationships

- That people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online

## Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implication of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice e.g., family, school and/or other sources

## By the end of secondary school pupils should know:

### Families

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage and civil partnerships are, including their legal status (e.g., that marriage and civil partnerships carries legal rights and protections not available to couples who are cohabiting or how have married, for example, in an unregistered religious ceremony)
- Why marriage and civil partnerships are an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- How to determine whether other children, adults or sources of information are trustworthy; how to 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.

### Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honest, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. The includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- Ho 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)
- That in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying, and how and where to get help
- That some types of behaviour withing relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- 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.

## Being Safe

- The concepts of, and laws relating to, sexual consent, sexual exploitations, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

## Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one to one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interest and outlook, sex and friendship.
- That all aspects of healthy 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)
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices.
- The fact around pregnancy, including miscarriage.
- 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)
- 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.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## Online and Media

- Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 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.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material (e.g., pornography) presents a distorted picture of sexual behaviour, can damage the way people themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared, and used online.

**Please note that some of these outcomes will be achieved through the Science and PSHE curriculum.**