



NEWCASTLE  
UNDER  
LYME  
SCHOOL

## Relationships and Sex Education Policy (RSE) Policy

This policy relates to Newcastle-under-Lyme School, including the EYFS. This policy is available upon request to parents and prospective parents and is published to parents and prospective parents on the School's website.

### 1) Introduction and Aims

Newcastle-under-Lyme School is fully committed to its aim of focusing on the wellbeing and development of the whole child, pursuing pastoral excellence through the work of its staff and in partnership with parents. A key part of this endeavour will be helping our students to acquire the knowledge, skills and attributes required to take their place in society, enabling them to flourish in all aspects of their lives. The formation of healthy and successful relationships is central to the wellbeing of any human being and perhaps even more so in the modern world as the boundaries between real and virtual interactions become ever more blurred. Our aim is to help and prepare our students for both the opportunities and complexities/challenges that they are likely to encounter. When reading this policy it is important to note that we define 'Relationships and Sex education' (RSE) as *learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing.*

### 2.) Legislation (statutory regulations and guidance)

In 2020, Relationships Education became compulsory for all primary schools in England whilst in secondary schools, Relationships and Sex Education (RSE) assumed a similarly compulsory status with teaching on the new content to commence at the beginning of the summer term 2021 at the latest. This policy therefore aligns to the statutory guidance produced by the Department for Education in relation to The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019, which state that the new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools.

Further information can be found:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### **3) Inclusivity**

In line with our commitment to ensuring that all aspects of school life promote equality and fairness, it is important that all aspects of RSE provision do not discriminate in relation to any of the protected characteristics identified in the Equality Act of 2010 (*age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation*) and that as a result the delivery and content of our RSE curriculum remains accessible to all, and seeks to alleviate disadvantage.

In order to meet the needs of all our pupils, including those with special educational needs and disabilities (SEND), we will ensure that the content of our curriculum reflects the specific issues affecting pupils in our community, including their susceptibility to exploitation, bullying and abuse. It is important that the associated learning outcomes are met by the deployment of a range of relevant teaching and learning strategies that enable all to progress.

Equally, the delivery of RSE will foster gender equality and LGBTQ+ equality through the implementation of broad curriculum to help students understand a range of social attitudes and behaviour in modern day society, and to help ensure that one form of sexual identity and expression is not preferenced over another. The religious make up of School will also be given due consideration when forming both the content and delivery of topics relation to relationships and sex education, and it will be important that those responsible for curriculum are aware of, and sensitive to, the differing moral and religious attitudes to issues affecting human sexuality.

### **4) Curriculum content and outcomes**

The specific content of the RSE curriculum for each Key Stage can be found in Annex A and reflects the School's wider commitment to a broad and balanced curriculum that meets the needs of its students in an age specific and relevant manner. Topics within RSE are carefully sequenced to ensure that new content both consolidates and builds upon prior learning, and prepares students for the opportunities, responsibilities and challenges they face in everyday life. It is important that all compulsory content is age and developmentally appropriate, and is responsive to issues affecting our own pupils in particular, alongside more generic topics. It is the intention that the RSE curriculum will provide students with the knowledge, skills and attributes required to build and maintain successful relationships, helping them to understand and negotiate the physical and emotional risks that they can entail (including both rights and responsibilities), and to know where to access support and advice as and when it is required. A key aspect of RSE will be to help prepare students for relationships conducted online as well as in person, and will highlight the legalities of online behaviours, in addition to the potential impact that interactions can have upon the mental and emotional wellbeing of all involved. It is important that students develop the resilience required to negotiate both the opportunities and complexities of relationships conducted online, and that they are equipped with the skills required to make informed and healthy decisions that enhance their wellbeing.

## **5) Assessment and progress**

Of crucial importance to the effectiveness of RSE lessons will be enabling students to build on their prior learning in a sequenced manner, and also to provide opportunities for them to reflect on their own understanding and progress, including the identification of future topics to be covered. Students will be encouraged to locate what *they are now able to do* as a result of their RSE lessons and where possible this progress will be detailed within a student's PSHE file to aid such reflection. Students will also be asked to complete an annual questionnaire, identifying the topics and delivery methods that they have found helpful, and providing an opportunity for students to have their say in shaping the curriculum for themselves and their peers.

## **6) Staffing and Resources**

The RSE curriculum will be predominantly delivered by the School's teaching staff, with Heads of Year, Form Tutors, teachers and other pastoral leaders such as School nursing staff and the School counsellor all playing a lead role in the teaching and learning associated with the topics listed in Annex A of this policy. Where appropriate, external speakers may be invited into School to lead on particular areas of the curriculum to enable students to benefit from those who have particular knowledge and skills within an identified area. Resources and teaching aids used within this context will be assessed in relation to their suitability and efficacy, and the appropriate checks made to ensure that any speaker visiting the School is in full accord with the requirements of the School's *Visiting Speakers Policy*.

Topics pertaining to RSE feature in different subject areas across the School curriculum (see below for examples) however a significant part of the delivery will be in weekly PSHE lessons. Teaching staff will use a range of resources and teaching strategies to help facilitate learning in relation to RSE, with the lead person responsible for PSHE ensuring that the material used in lessons is relevant, age appropriate, and of sufficient quality. Teachers will critically reflect on the content, delivery methods and impact of RSE lessons taught, and will duly share their professional observations and reflections as a key part of the ongoing review and refinement of the curriculum.

Teaching staff will, if necessary, receive appropriate training as identified by the SMT lead person, and the delivery of PSHE (including RSE topics) will continue to be included in the School's Inset programme of staff development.

## **7) Cross curricular links**

Learning about relationships and sex education can take place in PSHE education lessons, assemblies and Form time, and will both link to and complement learning in other areas of the School curriculum. For example:

In **Biology** the following topics are taught:

### Year 7

- Sex and Reproduction
- Methods of contraception

### Year 10

- Sex and Reproduction
- Methods of contraception
- STI's and their transmission

In **Religious Studies** the following topics are taught:

### Year 9-

- Moral and religious attitudes to marriage and human sexuality

### Year 11

- Religious attitudes to sex and sexuality including marriage, homosexuality, and contraception
- Different forms of family
- Religious and moral attitudes to abortion

In **Computer Studies** the following topics are taught:

### Years 7-9

- Online risks: how to manage and report concerns encountered online
- Digital footprint: implications of material posted and received, protecting online identity

## **8) Responsibility, monitoring and review**

The RSE programme will be overseen by a member of the School's Senior Management Team who will work in conjunction with the Headmaster and Deputy Head (Pastoral), Head of Prep and Assistant Head (pre Prep) to develop and review the School's ongoing policy and practice. Regular scrutiny of the School's RSE provision will involve an assessment of educational outcomes for pupils, consideration of topics to be included in the curriculum, and the identification of training needs for those responsible for delivery. The RSE policy will be reviewed on an annual basis, and further consultation will be made with stakeholders, including parents and students as appropriate. Governors will be regularly informed of the nature and impact of the School's RSE curriculum and will be consulted when changes are required to the School's policy and practice.

## **9) Engaging stakeholders**

Whilst schools have a key role to play in this aspect of a child's education, it is important to also recognise that parents and carers are the prime educators for children on many of the matters relating to relationships and sex education, and what pupils learn at home will play an essential part in the delivery of a good education.

The School is however fully committed to working alongside parents and carers and will endeavour to ensure that they are fully aware of what is being taught at each stage and will continue to supply additional resources and support through the School's pastoral teams, including Heads of Year and members of the senior management team. Parents have already been consulted on the School's approach to Relationships and Sex

Education in order to help shape the policy and practice outlined here, and will continue to be consulted at regular intervals including when significant changes are made to the School's overall approach to the nature and content of the curriculum taught. This policy is available to parents via the School website, and on request.

### **10) Right of withdrawal**

Parents have the right to request that their child be withdrawn from some or all of sex education lessons delivered as part of statutory PSHE, however parents will not be allowed to withdraw their child from relationships education in primary school or secondary school. Parents must state their request in writing to the Headmaster or Head of Prep.

On receipt of any request for withdrawal from lessons, Headmaster or Head of Prep as a matter of good practice, will discuss the benefits of receiving this important education and the possible detrimental effects that withdrawal may have on the child. At this point, opportunities will be given for parents to ask additional questions about the School's approach to help increase confidence in the curriculum.

It should also be noted that a child has the right to opt in to sex education from their 15<sup>th</sup> birthday (specifically three academic terms before they turn 16).

If a pupil is excused from sex education, then they will receive purposeful alternative education during the period of withdrawal.

### **11) Safeguarding**

At the heart of the RSE curriculum is the focus on keeping children safe. Good practice allows children to openly discuss potentially sensitive topics which in turn may result in the raising of safeguarding issues. Children will be made aware of how to raise concerns or make a report and all staff (including external speakers) will respond to any disclosures of abuse or self-harm in accordance with the procedures set out in the School's *Safeguarding Policy*.

### **12) Links**

This policy complements other key aspects of school life and therefore should be read in conjunction with the following:

- Keeping Children Safe in Education (2020)
- Safeguarding Policy
- Visiting Speakers Policy
- Curriculum Policy
- Equal Opportunities Policy
- Special Needs and EAL Policy / Accessibility Plan

Further, documents that inform the School's RSE policy include:

- Education Act 2002

- Equality Act 2010
- Keeping Children Safe in Education (2020)
- Children and Social Work Act 2017

Policy Reviewed at SMT:  
Next Review Due:

A Poole  
March 2021  
September 2021

### Annex A: NULS RSE Curriculum

<u>Year Group</u>	<u>Content</u>	<u>How Taught</u>	<u>Taught By</u>
EYFS	<p>All About Me:</p> <ul style="list-style-type: none"> <li>• Who is in my family?</li> <li>• What makes me happy?</li> <li>• Making friends</li> </ul> <p><b><u>Health and Wellbeing:</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to the school nurse and her role in school</li> </ul>	<p>Stories, circle time, modelled play, all areas of the EYFS curriculum</p> <p>Assemblies</p> <p>Buddy system</p> <p>Anti-bullying week</p> <p>Session with the School Nurse</p>	<p>EYFS practitioners</p> <p>School nurse to deliver 45min session in addition to PSHE lesson.</p>
1	<p><b><u>Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• Forming close relationships</li> <li>• Understanding caring responsibilities</li> </ul> <p><b><u>Health and Wellbeing:</u></b></p> <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• Resilience – bouncing back</li> <li>• Healthy eating</li> <li>• Being active</li> <li>• Handwashing – School Nurse</li> </ul> <p><b><u>Online</u></b></p> <p>Internet safety – sharing information</p>	<p>Through the use of Go-Givers age-appropriate on-line resources from Young Citizens that explore the fundamental challenges facing children and society today. These resources introduce RSE through various activities that facilitate class discussion and debate.</p> <p>Weekly lessons.</p> <p>Assemblies</p> <p>Buddy system</p> <p>Anti-bullying week</p> <p>Session with the School Nurse</p>	<p>Class teachers.</p> <p>School nurse to deliver 45min session in addition to PSHE lesson.</p> <p>Internet safety delivered during computing lessons</p>
2	<p><b><u>Relationships:</u></b></p>		<p>Class teachers.</p>

	<ul style="list-style-type: none"> <li>• Forming relationships within the wider community</li> <li>• understanding our wider responsibility within the community</li> <li>• Healthy friendships and boundaries.</li> </ul> <p><b><u>Online:</u></b></p> <ul style="list-style-type: none"> <li>• Staying safe online</li> </ul> <p><b><u>Health and Wellbeing:</u></b> School Nurse – Medicine Safety</p> <p><b><u>Celebrating Diversity:</u></b></p> <ul style="list-style-type: none"> <li>• I’m unique</li> <li>• My goals</li> </ul>	<p>Through the use of Go-Givers age-appropriate on-line resources from Young Citizens that explore the fundamental challenges facing children and society today. These resources introduce RSE and facilitate class discussion and debate. Weekly lessons.</p> <p>Assemblies</p> <p>Buddy system</p> <p>Anti-bullying week</p> <p>Session with the School Nurse</p>	<p>School nurse to deliver 45min session in addition to PSHE lesson. Internet safety delivered during computing lessons</p>
3	<p><b><u>Relationships:</u></b> Developing positive communities</p> <ul style="list-style-type: none"> <li>• Being part of a school community</li> <li>• Citizenship and the wider world</li> <li>• Respect</li> <li>• Overcoming prejudice – Mary Seacole and Florence Nightingale</li> </ul> <p>Families of a variety of different structures and backgrounds</p> <p><b><u>Health and Wellbeing:</u></b></p>	<p>Through the use of Go-Givers age-appropriate on-line resources from Young Citizens that explore the fundamental challenges facing children and society today. These resources introduce RSE and facilitate class discussion and debate. Weekly lessons</p> <p>Assemblies</p> <p>Buddy system</p>	<p>Class teachers. School nurse to deliver 45min session in addition to PSHE lesson.</p> <p>Internet safety delivered during computing lessons</p>

	<ul style="list-style-type: none"> <li>School Nurse-Dental Health</li> </ul> <p><b><u>Social action:</u></b></p> <ul style="list-style-type: none"> <li>How can I make a difference?</li> </ul>	<p>Anti-bullying week</p> <p>Session with the School Nurse</p>	
4.	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>How can I make a difference</li> <li>How to be a good friend / difficult friendships.</li> </ul> <p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Infectious diseases and the body's natural defences</li> <li>School Nurse-Body Hygiene (Separate sessions for boys and girls)</li> </ul> <p><b><u>Online</u></b></p> <ul style="list-style-type: none"> <li>Digital citizenship</li> <li>Fake news and the risk it poses to them and society</li> </ul>	<p>Through the use of Go-Givers age-appropriate on-line resources from Young Citizens that explore the fundamental challenges facing children and society today. These resources introduce RSE through various activities that facilitate class discussion and debate.</p> <p>Weekly lessons.</p> <p>Assemblies</p> <p>Buddy system</p> <p>Anti-bullying week</p> <p>Session with the School Nurse</p>	<p>Class teachers.</p> <p>School nurse to deliver 45min session in addition to PSHE lesson.</p> <p>Internet safety delivered during computing lessons</p>
5	<p><b><u>Respectful relationships:</u></b></p> <ul style="list-style-type: none"> <li>Cultural diversity in the UK</li> <li>Challenging stereotypes</li> <li>identities</li> <li>Discrimination</li> <li>Rights and responsibilities</li> </ul>	<p>Through the use of Go-Givers age-appropriate on-line resources from Young Citizens that explore the fundamental challenges facing children and society today. These resources introduce RSE through various activities that facilitate class discussion and debate.</p>	<p>Class teachers.</p> <p>School nurse to deliver 45min session in addition to PSHE lesson.</p> <p><i>Parental consent needed.</i></p>

	<p><b><u>Health and Wellbeing:</u></b></p> <ul style="list-style-type: none"> <li>• School Nurse – Puberty Session 1 (boys and girls separate)</li> </ul> <p><i>Parental consent needed.</i></p> <p><b><u>Online:</u></b></p> <ul style="list-style-type: none"> <li>• Raising awareness – how social media is used</li> </ul>	<p>Weekly lessons.</p> <p>Assemblies</p> <p>Buddy system</p> <p>Anti-bullying week</p> <p>Session with the School Nurse</p>	<p>Internet safety delivered during computing lessons</p>
6	<p><b><u>Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• Considering the consequences of inequalities</li> <li>• The welfare state</li> <li>• Reacting to conflict</li> <li>• Conflict-mediation</li> </ul> <p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Infectious diseases and the body's natural defences</li> <li>• Who keeps us healthy?</li> <li>• School Nurse – Puberty 2 (Boys and girls separate)</li> </ul> <p><i>Parental consent needed.</i></p> <ul style="list-style-type: none"> <li>• Transition into senior school – mental well-being</li> </ul>	<p>Through the use of Go-Givers age-appropriate on-line resources from Young Citizens that explore the fundamental challenges facing children and society today. These resources introduce RSE through various activities that facilitate class discussion and debate.</p> <p>Weekly lessons.</p> <p>Assemblies</p> <p>Buddy system</p> <p>Anti-bullying week</p> <p>Session with the School Nurse</p>	<p>Class teachers. School nurse to deliver 45min session in addition to PSHE lesson.</p> <p><i>Parental consent needed.</i></p> <p>Internet safety delivered during computing lessons.</p>

	<p><b><u>Online:</u></b></p> <ul style="list-style-type: none"> <li>• Fake news</li> <li>• Using technology for good</li> </ul>		
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7	<p><b><u>Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• Friendships (peers and adults)</li> <li>• Anti-bullying responsibilities</li> <li>• Managing emotions within friendships, including self-worth</li> <li>• Relationship boundaries</li> <li>• Diversity in relationships</li> </ul> <p><b><u>Online Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• Opportunities and risk, including how to stay safe</li> <li>• Positive and negative online attention</li> <li>• How to respond to problems</li> </ul> <p><b><u>Puberty:</u></b></p> <ul style="list-style-type: none"> <li>• Physical and emotional changes</li> <li>• Personal hygiene</li> </ul>	<p>PSHE lessons, Year Group and Whole School Assemblies, Anti-Bullying Week activities,</p>	<p>- Form tutor -School Nurse -School Counsellor -Head of Year -Assembly speakers</p>
8	<p><b><u>Online Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• Cyberbullying</li> <li>• Peer Pressure</li> <li>• Sexting</li> </ul> <p><b><u>Relationships &amp; Sex:</u></b></p> <ul style="list-style-type: none"> <li>• Happy, healthy relationships and self esteem</li> <li>• Gender Identity and sexual orientation</li> <li>• Sexism and homophobia</li> <li>• Sexting</li> <li>• Consent</li> <li>• Introduction to contraception</li> </ul>	<p>PSHE lessons, Year Group and Whole School Assemblies, Form time sessions</p> <p>‘Crossing the Line Programme’ – Childnet International</p>	<p>- Form tutor -School Nurse -School Counsellor -Head of Year -Assembly speakers</p>

9	<p><b><u>Online Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• Online coercion</li> <li>• Sexting</li> </ul> <p><b><u>Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• Relationship changes</li> <li>• Conflict resolution</li> <li>• Body Image and relationship with self</li> <li>• Families and parenting</li> </ul> <p><b><u>Sex Education:</u></b></p> <ul style="list-style-type: none"> <li>• Introducing and recognising consent and the law</li> <li>• STIs</li> <li>• Contraception</li> <li>• Attitudes to pornography</li> </ul>	<p>PSHE lessons, Year Group and Whole School Assemblies, Form time sessions</p>	<p>- Form tutor -School Nurse -School Counsellor -Head of Year -Assembly speakers</p>
10	<p><b><u>Online Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• Online communities; opportunities and dangers</li> <li>• Online consent including nudes and sexting</li> <li>• Unwanted attention: harrasment</li> </ul> <p><b><u>Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• Impact of media on relationships</li> <li>• Influence on mental health</li> </ul> <p><b><u>Sex Education:</u></b></p> <ul style="list-style-type: none"> <li>• Sexual identity and orientation</li> <li>• Progression of relationships</li> <li>• Safer sex and personal boundaries</li> <li>• STIs: prevention and treatment</li> <li>• Contraceptive methods and use</li> <li>• The effects of drugs and alcohol on risky behaviour</li> </ul>	<p>PSHE lessons, Year Group and Whole School Assemblies, Form time sessions</p>	<p>- Form tutor -School Nurse -School Counsellor -Head of Year -Assembly speakers</p>

11	<p><b><u>Online Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Grooming</li> <li>• Idealised body image in the media</li> <li>• Pornography</li> </ul> <p><b><u>Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• Inclusivity and diversity: LGBTQ+</li> <li>• Assertiveness</li> <li>• Avoiding abusive relationships</li> <li>• Coping with bereavement and changing circumstances</li> <li>• Marriage and Family</li> <li>• FGM</li> </ul> <p><b><u>Sex Education</u></b></p> <ul style="list-style-type: none"> <li>• Consent and the law</li> <li>• Sexual Harassment</li> </ul>	PSHE lessons, Year Group and Whole School Assemblies, Form time sessions,	- Form tutor -School Nurse -School Counsellor -Head of Year -Assembly speakers
12 & 13	<p><b><u>Online Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• The modern world of sex.</li> <li>• Sex and body positive: the impact of the internet.</li> <li>• Avoiding manipulation and persuasion online</li> </ul> <p><b><u>Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• Relationship values</li> <li>• To manage mature friendships, including making friends in new places</li> <li>• Use of constructive dialogue to support relationships and negotiate difficulties</li> <li>• Exiting unhealthy relationships</li> <li>• Relationships in the workplace</li> </ul> <p><b><u>Sex Education:</u></b></p>	PSHE lessons, Year Group and Whole School Assemblies, Form time sessions,	- Form tutor -School Nurse -School Counsellor -Head of Year -Assembly speakers

	<ul style="list-style-type: none"><li>• Reproductive Health and Fertility.</li><li>• Taking responsibility for sexual health</li><li>• Consent and the law</li><li>• Sexual exploitation: recognising, and accessing help</li><li>• Unplanned pregnancy – pathways and advice</li></ul>		
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