



# **ALDWICKBURY RELATIONSHIP AND SEX EDUCATION (RSE) POLICY**

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## **1. Definition**

At Aldwickbury we recognise our responsibility to promote the spiritual, moral, cultural, and physical development of the boys. We aim to prepare boys for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which in partnership with parents and the wider community, will enable boys to learn about the emotional, moral, social, and physical aspects of growing up, relationships, sex, human sexuality, sexual health, healthy lifestyles, diversity and personal identity within the relationship and sex education (RSE) curriculum. When we use the term 'relationships' in this policy we refer to both online and offline relationships. It is about the understanding and appreciation of family life, relationships, marriage, stable and loving relationships, respect, love, and care. It involves a combination of sharing information and exploring issues and values. Some aspects are taught in science, and others are taught as part PSHCEE. This policy should be read in conjunction with our PSHCEE Policy as well as our Safeguarding, Behaviour and Anti-Bullying and science policies. This policy relates to all sections of the school including our Pre-Prep and EYFS setting. The Department of Health set out its ambition for all children and young people to receive high quality relationship and sex education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality relationship and sex education so they can make wise and informed choices'. This policy also reflects guidance given under the Children and Social Work Act 2017, Keeping Children safe in Education guidance, DfE guidance on relationship education, RSE and PSHCE (2017).

**RSE is not about the promotion of sexual orientation or sexual activity.**

## **2. Aims**

The aims of relationship and sex education (RSE) at Aldwickbury is to provide age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health and related behaviour. The specific aims are to:

- Provide a framework in which sensitive discussion can take place.
- Develop positive values and a moral framework that will guide the boys' decisions, judgements, and behaviour. Ensure that boys have the confidence and self-esteem to value themselves and others, to respect individual conscience and to develop the skills required to judge what kind of relationship is desirable.
- Help boys to understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships.
- Develop the boys' knowledge to avoid being exploited or exploiting others.

- Prepare boys for puberty and give them an understanding of sexual development and the importance of health and hygiene to a healthier and safer lifestyle, including mental health.
- Help boys develop feelings of self-respect, confidence, and empathy.
- Value and respect differences in people’s religion, culture, sexual orientation, physical and mental ability, and social background
- Teach boys the correct vocabulary to describe themselves and their bodies and to develop the appropriate terminology for relationship and sex issues.

### 3. Statutory requirements

RSE is not compulsory in independent schools, however, independent schools are required to teach the elements of sex education contained in the science curriculum.

If independent schools do teach RSE, they must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

From September 2019, all primary schools will be required to teach **relationships education** and all secondary schools will be required to teach **relationships and sex education (RSE)**.

In accordance with the Children and Social Work Act 2017, relationships and sex education should have regard to the age and religious background of the pupils and must include:

- (i) safety in forming and maintaining relationships,
- (ii) the characteristics of healthy relationships, and
- (iii) how relationships may affect physical and mental health and well-being

At Aldwickbury we teach RSE as set out in this policy.

### 4. Delivery of RSE

At Aldwickbury we believe that RSE should be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. RSE is taught and firmly embedded within the PSHCEE curriculum. Biological aspects of RSE are taught within the Science curriculum and other aspects may be discussed during various subjects such as TPR, History and English when appropriate. It will be predominantly taught in classes by the Form Teachers in the Pre-Prep, Juniors and Year 5. In Years 6 to 8 PSHCEE is taught by subject specialists.

RSE is delivered as a ‘rolling programme’ and support from professionals, including matron and outside speakers, will be used as appropriate. The school will ensure that

visitors' contributions to lessons are in line with learning outcomes of the school's RSE programme. A teacher will be present during the lesson.

RSE lessons are set within the wider context of the PSHCEE curriculum and address the emotional aspects of development and relationships and the physical aspects of puberty and reproduction. The Science curriculum is delivered in KS1 by Form Teachers and in KS2 and KS3 it is delivered by Science teachers. These lessons are more concerned with the physical aspects of development and reproduction although the importance of relationships is not forgotten.

Any RSE lesson may consider questions or issues that some boys will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When boys ask questions, teachers will aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would provide information at a level inappropriate to the development of the rest of the boys, the question may be dealt with individually at another time. There is no expectation that any teacher delivering RSE will automatically answer boys' questions, as this may infringe personal boundaries. Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the boys' age should be addressed and any concerns emerging from conversations should be shared with the Designated Safeguarding Lead. There may be times when a question raised by a boy should be referred to a parent. It is good practice to talk to the boy(s) concerned before involving a parent - to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child feels that they do not want their parent to be spoken to then this should be taken seriously and discussed with the Designated Safeguarding Lead. It is important to note that a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone unless it is felt that sharing a concern is likely to ensure the health and happiness of the boy in question.

Teachers ensure that RSE lessons are taught in an environment where questions and discussions on sexual matters can take place without any stigma or embarrassment. A range of teaching methods are used such as small group work, discussion, media, case studies, dram and role-play with rules helping to ensure a safe environment to facilitate discussion and reflection.

We recognise that parents are key in teaching their children about relationships, sex and growing up. As such, we aim to work in partnership with boys and parents. Prior to any lessons on puberty or reproduction taking place, for example, parents are written to with an outline of the content of the lessons and they are invited to see lesson plans and resources used if they so wish.

**RSE has three main elements:**

**Attitudes and Values**

- o Learning about the values of family life and stable relationships.

- o Learning the value of respect, love, and care.
- o Exploring, considering, and understanding moral dilemmas.
- o Developing critical thinking as part of decision making.
- o Learning the importance of values, individual conscience, and moral choices.
- o Learning about the nurture of children.
- o Challenging myths, misconceptions, and false assumptions about 'normal' behaviour.
- o Respect and care for their bodies.

### **Personal and Social Skills**

- o Learning to manage emotions and relationships confidently and sensitively so that they can lead fulfilling and enjoyable lives.
- o Developing self-respect and empathy for others.
- o Help boys develop skills in language, decision making, assertiveness in order to make the most of their abilities.
- o Raise boys' self esteem and confidence, especially in their relationships with others (including online safety).
- o Learning to make choices based on the understanding of differences and with the absence of prejudice.
- o Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions and to manage conflict.
- o Empowering pupils with the skills to be able to avoid inappropriate pressures or advances from their peers and social media (both as exploited or exploiter).
- o Valuing stable and loving relationships for the nurturing of children as the basis of a society in which people care for one another.

### **Knowledge and Understanding**

- o Information about healthier, safer lifestyles.
- o Understanding the importance of appropriate, respectful, and consensual relationships.
- o Learning and understanding physical development at appropriate stages.
- o Understanding human emotions, relationships, reproduction, and sexuality.
- o Learning about and understanding the important of staying safe online and of developing healthy, consensual online relationships.

## **5. Curriculum Content**

### End of Reception

- Understand some areas in which they can look after themselves e.g., dressing and undressing
- Explaining why it is important to keep clean and understanding basic hygiene routines

- Identifying different members of the family and how members of the family can help each other

#### Key Stage 1 (school years 1 and 2 - normally between the ages of 5 and 7)

- Understanding the importance of personal hygiene to maintain good health
- The process of growing from young to old and how people's needs change
- The names of the main parts of the body
- To identify and respect the differences and similarities between people
- That family and friends should care for each other
- Knowing about different family groups and friendships and understanding traditions associated with birth, marriage and death and the emotions involved
- Notice that animals, including humans, have offspring which grow into adults
- Cooperating with others in work and play and recognising the range of emotions and ways to deal with them.
- Learning about personal safety
- Knowing who to ask for help
- Learning to challenge stereotypes

#### Key Stage 2 (school years 3, 4, 5 and 6 - normally between the ages of 7 and 11)

- To recognise their worth as individuals
- Understand the meaning of personal space and that people may require personal space
- To recognise and challenge stereotypes
- To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use and judging what kind of physical contact is acceptable or unacceptable

- Be aware of different types of relationships and families including marriage and those between friends and families, and to develop the skills to be effective in relationships
- Where individuals, families and groups can get help and support
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal positively with their feelings towards themselves, their families, and others
- Learn about how the body changes as children approach puberty and the importance of cleanliness
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong
- In science boys build on their knowledge of life cycles

Key Stage 3 (school years 7, 8 and 9 – normally between the ages of 11 and 14)

- Dealing with growth and change as normal parts of growing up and recognising the impact on relationships.
- Reflect on feelings and identify positive ways of understanding, managing, and expressing strong emotions and challenging behaviour
- Physical and emotional change and puberty and understanding the importance of maintaining personal hygiene
- Understand that relationships affect everything we do in our lives and that relationship skills must be learnt and practised
- Use social skills to build and maintain a range of positive relationships and recognising what unhealthy behaviour is including bullying/banter
- Understand what the expectations might be of having a girlfriend or boyfriend
- Understand that a person consents if he/she agrees by choice and has the freedom and capacity to make that choice. About the law in relation to consent (including the legal age of consent for sexual activity)
- Recognise that everyone is vulnerable and understand what exploitation is
- Understand the law around sex, images and social media and understand the impact it can have on emotional health

- In science, boys build on their knowledge of the basic biology of human reproduction and learn about sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and how high-risk behaviours affect the well-being of individuals, families and communities
- How to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce, and bereavement
- To recognise that there is diversity in sexual attraction and developing sexuality
- The terms associated with sex, gender identity and sexual orientation and to understand accepted terminology, recognising what is inappropriate and offensive language.
- The safe and responsible use of information communication technology (including safe management of own and others' personal data including images)
- To establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy

### **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of all boys in order for them to have full access to the content of relationship and sex education.

### **Equal opportunities**

All boys are entitled to receive relationship and sex education regardless of ability, gender, race, or religious belief. Through relationship and sex education we seek to develop a positive view of female and male sexuality. It is our intention for all boys to have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

### **Safeguarding**

Teachers are aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a safeguarding nature. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection as detailed in the Safeguarding Policy.



## **6. Roles and responsibilities**

### **The Governors**

The PSHCEE Committee will approve the RSE policy annually and the policy will then be ratified by the Education Committee, which is a Governor's committee with staff in attendance. The Governors delegate the responsibility for implementation of this policy to the Headmaster.

### **The Headmaster**

The Headmaster is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 6).

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual boys
- Responding appropriately to boys whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. The personal beliefs and attitudes of teachers will not influence the teaching of RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headmaster.

### **5.4 Pupils**

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

## **7. Parents' right to withdraw.**

Some parents prefer to take full responsibility for this element of their child's education. As stated in the Education Act 1996, they have the right to withdraw their children from all or part of our RSE provision. except those parts included in the statutory National Curriculum, (i.e., in Science lessons). The school will make

alternative arrangements in such cases, and this will usually involve the child joining another class for the duration of the RSE lesson. The parent will be advised that they have an obligation to provide the information at home using information available from the DfE. Parents are encouraged to discuss such a decision with staff at the earliest opportunity and are welcome to view any RSE resources the school uses.

## **8. Training**

We acknowledge that the effective teaching of RSE, within the PSHCEE curriculum requires particular skills and expertise. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements and suitable training will be made available where required. It is essential that those teachers delivering the programme are confident in their abilities and in the support offered by this policy.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by the Head of Department through:

- Work scrutiny
- Lesson observations
- PSHCEE Committee meetings
- Informal meeting with individual teachers delivering the programme

Pupils' development in RSE is monitored by Form Teachers as part of our internal assessment.