

Relationships and Sex Education

Rev.	Date	Amendment	Approved By:	Authorised By:
5	April 2021	Revised and reviewed content	CS	RU
4	August 2018	Full Review	SH	RU
3	Sept 2015	Revised and reviewed content	SH	RU
2	April 2014	Revised and reviewed content	SH	RW
1	Jan 2010	Revised format and reviewed content	SH	RW

Contents

1.	Definition	3
2.	Legislation and Policies	3
3.	Rationale and Ethos.....	3
4.	Overview and Aims	4
5.	Objectives.....	4
6.	Implementation	5
7.	The RSE programme	6
8.	Materials	6
9.	Equality and Inclusion	6
10.	Safeguarding	7
11.	Roles and Responsibilities	8
12.	Monitoring, Review and Evaluation	9

In this policy the governors and teachers, in partnership with pupils and their parents, set out their intentions with regard to relationships and sex education (RSE). We explain our aims for and approach to relationships and sex education in the school which are explicitly linked to the core values of the school.

1. Definition

Relationships and Sex Education [RSE] involves children learning about and understanding the reasons for the changes that take place in their bodies as they begin the journey from childhood to adulthood. It encourages a responsible approach to relationships by empowering children to make informed decisions with the benefit of knowledge and understanding. The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. The DFE identifies three main elements: attitudes and values, personal and social skills, and knowledge and understanding.

2. Legislation and Policies

We are required to teach those aspects of RSE which are statutory parts of National Curriculum Science. This RSE policy complements the PSHE policy within the school.

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 21st century (2014)
- Keeping children safe in education - Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

The RSE policy supports and complements the following school policies:

- [Curriculum Policy](#)
- [Child Protection and Safeguarding Policy \(including EYFS\)](#)
- [PSHE Policy](#)
- [Social, Moral, Spiritual and Cultural Policy \(SMSC\)](#)

3. Rationale and Ethos

At Yateley Manor, values drive our behaviour and are vital in shaping our life together as a learning community. Learning is built upon a core set of values at the heart of all that we do, creating a dynamic and caring environment.

We believe that the six fundamental values of:

Title: Relationships and Sex Education Policy			
Ref.:	SOP021	Rev.:4	Date: April 2021

- Community
- Happiness
- Relationships
- Resilience
- Teamwork
- Reflection

provide the base on which an education at Yateley Manor underpins our lives together.

Our PSHE and RSE schemes of work will teach, encourage and expect all pupils to identify with, embody and model these values.

4. Overview and Aims

Through implicit and explicit learning experiences we aim to:

- Ensure that RSE is integrated into the curriculum and not isolated or taken out of context. RSE is taught through the Science curriculum as well as through PSHE.
- Provide parents with information regarding our approach to RSE via the school website.
- Foster self-esteem and respect for others as the cornerstone for good health education and therefore, of good sex and relationships education.
- Nurture a partnership between adults e.g. governors, teachers, ancillary staff and parents - to ensure sensitive support for children as they grow and mature.
- Encourage children to enjoy relationships based upon mutual trust and respect.
- Generate an atmosphere in school where questions can be raised by children without embarrassment in an open, frank and honest manner giving information that is appropriate for their age and development.
- Address potentially sensitive issues e.g. homosexuality should they be raised by the children.
- Teach about responsible approaches to relationships and the inadvisability of early sexual experiences.
- Educate children about '*contraception*' and its role in responsible family planning. In this regard, information is limited to knowledge of the meaning of the term, rather than going into detail about the various methods that are available.

5. Objectives

To develop the following attitudes and virtues:

- respect for the dignity of every human being - in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Christian teaching on relationships and the nature and meaning of sexual love;
- the Christian teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction;

6. Implementation

The Relationships programme itself in Years 1-6 is delivered by Tutors during timetabled PSHE sessions. The school matron is an integral part of the RSE programme delivered through PSHE in Years 6-8 and is always present when this part of the curriculum is being delivered. Some aspects of the course will be delivered to both boys and girls together, but at other times the girls will meet separately with the school matron for discussion and the boys will meet separately with the Deputy Head.

It is important to involve parents in the Sex and Relationships Education programme and parents are always invited into school to view the various films used in the delivery of the Sex and Relationships Education programme before these are shown to the children.

The Relationship Programme is covered in Years 1-6 with the Relationships and Sex element of the programme covered in Years 6, 7 and 8. Other elements of the programme are delivered through the Science programmes of study.

7. The RSE programme

A balanced curriculum

Whilst promoting the core school values, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information as well as cover the aspects of the law pertaining to RSE (in Year 7 and 8 relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour; we will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Pupils have 1 hour of timetabled PSHE/RSE lessons very two weeks but many topics are covered at other times, such as assemblies and in Science lessons.

Schemes of work, for RSE, are incorporated in to the PSHE schemes and are written for each year group Y1 to Y8. Learning outcomes have been identified in accordance with the National Curriculum and assessment takes place at regular intervals.

8. Materials

- PSHE planning for Years 1-8 is taken and adapted from the 'PSHE Association'.
- In Years 6-8 we use a range of other resources including the BBC Active DVD 'Growing Up - Sex Education' programme plus related resources.
- In Year 8 Science lessons pupils will watch a DVD called 'The human body - the incredible journey from birth to death' featuring Professor Winston.

9. Equality and Inclusion

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

10. Safeguarding

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children at Yateley Manor. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. We expect respect and good manners to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other.

If a teacher has any concerns regarding the welfare of a particular child then that teacher will make a dated note of their worries and liaise with the nominated persons on the staff. Any information obtained will be regarded as strictly confidential and will be passed to staff on a need-to-know basis only. After consultation it is the decision of the Headteacher/DSL as to whether the information is forwarded to the relevant body. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, Head Teacher, but that the pupils would always be informed first that such action was going to be taken. If there is a suspicion of possible abuse teachers will follow the school's Child Protection and Safeguarding Policy.

Golden Rules for PSHE/RSE

We want to promote a healthy, positive atmosphere in which RSE can take place, ensuring that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children. Some questions may raise issues which would not be appropriate for teachers to answer during ordinary class time, e.g., where a child's questions hints at abuse, is deliberately tendentious or is of a personal nature. For pupils to feel safe and secure in lessons, some ground rules need to be established.

Pupils are encouraged to be involved in establishing ground rules and are made fully aware of their responsibility for following the rules and creating an atmosphere of honesty and trust. Possible Golden Rules include:

- We will not embarrass others
- We will not make fun of anyone
- We will allow other people time to talk
- We will use supportive language
- We will not use put-downs
- We will respect other people's right of privacy of personal information
- We will be supportive to others
- We will not ask personal questions
- We recognise that everyone has the right to be listened to
- We can 'pass' or 'opt out' if something makes us feel uncomfortable

There will always be sensitive or controversial issues in the field of RSE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The

governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

11. Roles and Responsibilities

Governors

Governors review the RSE policy, ensuring that it is in accordance with other whole school policies; e.g. SEN, the Ethos of the school and our Christian beliefs. They ensure that parents know of their right to withdraw their children. They also establish a link governor to share in the monitoring and evaluation of the programme, including resources used. They ensure that the policy provides proper and adequate coverage of relevant National Curriculum Science topics and the setting of RSE within PSHE.

Headteacher

The Headmaster has overall responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Local Education Authority and appropriate agencies. He is supported by Heads of Year, Simon Head (the member of staff with responsibility for child protection and the Designated Safeguarding Lead), and Carly Skillett (Assistant Head Lower School) who is the RSE, PSHE and Wellbeing lead for the whole school.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Parents

Recognising that parents are the primary educators of their children the school will seek to support them in this task.

Parents' right of withdrawal

Parents have the right to withdraw their children from RSE excepting those elements which are required by the Science National Curriculum. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Parents will be able to examine the programme their children are following and provide additional preparation and information as they wish. Please contact your child's class teacher to discuss the finer details of a PSHE topic.

Title: Relationships and Sex Education Policy			
Ref.:	SOP021	Rev.:4	Date: April 2021

External visitors

We will sometimes call upon help and guidance from outside agencies and health specialists, to deliver aspects of health promotion. It must however be noted that such visits will always complement the current programme, will not substitute or replace teacher led sessions and will involve teaching which is rooted in Christian principles and practice.

Responsibility for teaching the programme

Responsibility for the specific relationships and sex education programme lies with the Head of PSHE/RSE and relevant curriculum staff including Heads of Year and teachers of Science, Religious Studies, Physical Education, RSE and PSHE.

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills. All lesson plans will have a section asking teachers to think how their lesson links to the teaching of RSE.

12. Monitoring, Review and Evaluation

The PSHEE, RSE and Wellbeing Lead (Carly Skillett), along with the Deputy Head and Heads of Year, will monitor the provision of the programme by examining plans and schemes of work. The programme should be reviewed and evaluated annually.