



DANES HILL SCHOOL
STRONG & SAGACIOUS

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R.E. and R.S.E. policy

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1. Introduction

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

At Danes Hill School the teaching of these subjects is high quality and age-appropriate therefore enabling our pupils to prepare for the opportunities, responsibilities and experiences of adult life. The subject also enables the School to promote the moral, social, cultural, emotional, mental and physical development of our pupils, both at school and in society.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education (Reception – Year 6) and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education (Years 7 & 8). Schools are also required to comply with relevant requirements of the Equality Act 2010.

2. Relationships Education

Relationships Education is taught to our pupils from Reception through to Year 6. Focus is placed on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendship, family relationships and relationships with other children and with adults.

2.1. Relationships Education Curriculum

The main subject areas covered are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

See **Appendix 1** for further information regarding content of the RE provision.

2.2. Relationships Education Schemes of Work

Relationships Education is embedded in the curriculum of the School's PSHE provision. It follows the guidance of the PSHE Association.

2.3. Delivery of the Relationships Education Curriculum

Relationships Education is delivered across the School through the following methods:

- Direct teaching from form teachers and tutors via timetabled PSHE lessons
- Through and in other subjects e.g. Computing, Religious Studies, T.P.R., Science and Physical Education
- Through assemblies
- Through pastoral care and guidance
- Informally by all adults in the school supporting the school ethos.

The Relationships Education curriculum and learning is occasionally supported by external providers. External providers bring expertise to enrich the pupils' learning in addition to the schemes of work. Learning objectives and outcomes of any externally provided sessions are agreed in advance and teachers are present to manage the learning.

2.4. Right to Withdraw

There is no right for parents to withdraw their child from Relationships Education. The Assistant Head Pastoral/DSL will be available to discuss any aspect of the curriculum with parents if required.

3. Relationships & Sex Education (RSE)

Relationships & Sex Education is taught to our pupils in Year 7 and Year 8. The aim of RSE is to give young people the information they need to help them develop healthy nurturing relationships of all kinds. 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 should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE, such as the provision at Danes Hill, does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

3.1. RSE Curriculum

The School continues to develop knowledge on topics specified in Relationships Education. The main subject areas covered are:

- Families
- Respectful relationships, including friendships
- Online and media
- Being Safe
- Intimate and sexual relationships, including sexual health.

See **Appendix 2** for further information regarding content of the RSE provision.

3.2. RSE Scheme of Work

Relationships and Sexual Education is embedded in the curriculum of the School's PSHE provision. It follows the guidance of the PSHE Association.

3.3. Delivery of the RSE Curriculum

RSE is delivered across years 7 and 8 through the following methods:

- Direct teaching by tutors via timetabled PSHE lessons
- Through and in other subjects e.g. Computing, T.P.R., Science and Physical Education
- Through assemblies
- Through pastoral care and guidance
- Informally by all adults in the School supporting the school ethos
- Through outside agencies (PSHE Association Quality Assured).

3.4. Right to Withdraw

In line with government guidance parents **are able** to withdraw their child (following discussion with the school) from any or all aspect of Sex Education, other than those which are part of the science curriculum. Before granting any such request the Assistant Head pastoral/DSL will meet with parents to discuss and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following this meeting (and except in exceptional circumstances) the School will respect the parents' request to withdraw their child.

This process is the same for pupils with Special Educational Needs and Disabilities (SEND). However, there may be exceptional circumstances where the Assistant Head Pastoral may want to take a pupil's specific needs arising from their SEND into account when making this decision.

4. Differentiation

The School ensures that RE and RSE are accessible for all pupils and that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. Lessons are planned to allow pupils of differing abilities, including the most able, to be suitably challenged. Particular attention is made when teaching pupils with SEND. If required, content will be tailored to meet the needs of SEND pupils at different developmental stages.

Appendix 1: Relationships Education Curriculum Content

By the end of Year 6 the following content will be covered within the curriculum

<p>Families and people who care for me</p>	<p>Details:</p> <ul style="list-style-type: none"> • 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 that 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 others if needed.
<p>Caring friendships</p>	<p>Details:</p> <ul style="list-style-type: none"> • 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.
<p>Respectful relationships</p>	<p>Details:</p> <ul style="list-style-type: none"> • 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. • Knowing the correct terms for LGBTQ+ and what they mean at an age appropriate level. • 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

	<p>show due respect to others, including those in positions of authority.</p> <ul style="list-style-type: none"> • 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 how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Details:</p> <ul style="list-style-type: none"> • 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.
<p>Being safe</p>	<p>Details:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • 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. • Know the anatomical names for penis, vulva and vagina. • where to get advice e.g. family, school and/or other sources.
<p>Changing adolescent body</p> <p>Human reproductive system taught in science in year 5</p> <p>See appendix 4 for areas of SRE covered in Science.</p>	<p>Details:</p> <p><i>Year 5 upwards</i></p> <ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 2 : Relationships and Sex Education Curriculum Content

Year 7 and Year 8 will continue to develop knowledge on topics specified for primary and in addition cover the following age appropriate content by the end of Year 8. *(These areas will be further developed within secondary school).*

<p>Families</p>	<p>Details:</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is 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. • How to: determine whether other children, 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.
<p>Respectful relationships, including friendships</p>	<p>Details:</p> <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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). • Knowing the correct terms for LGBTQ+ and what they mean at an age appropriate level. • Understanding that some people identify as a gender which is different to that of their biological sex. • 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 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 within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable.
<p>Online and media</p>	<p>Details:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • How information and data is generated, collected, shared and used online.
Being safe	<p>Details:</p> <ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, 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	<p>Details:</p> <ul style="list-style-type: none"> • 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. • 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. • The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for people and menopause. • That they have a choice to delay sex or to enjoy intimacy without sex. • The facts about contraceptive choices such as condoms or the pill. • The facts around pregnancy including miscarriage. • 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. • 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.
Changing adolescent body	<p>Details:</p> <ul style="list-style-type: none"> • The key facts about puberty, the changing adolescent body and menstrual cycle. • The main changes which take place in males and females, and the implications for emotional and physical health.
The Law	<p>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> • Marriage • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc. • sexuality • gender identity

Appendix 3: Relationships and Sex Education SCIENCE Curriculum Content

Lower School

Lower school children are expected to:

- Know the life processes common to humans and other animals include nutrition, growth and reproduction.
- Know about the main stages of the human, chickens, butterfly and frog life cycles.

Middle School

Middle school children are expected to:

- Have a more in depth knowledge of the human life cycle, including the names of some parts of the human reproductive system and how to use them in context.
- The pupils will learn the differences in body structure for girls and boys and how their emotions change.

Upper School

Upper School children are expected to:

- Know the structure and function of the male and female reproductive system.
- Understand the emotional and physical changes that occur at puberty in both girls and boys.
- Have an awareness of contraception, IVF and genetics for selective breeding.

Please refer policy and curriculum notes for more information.