

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

This policy covers all pupils from age 3 – 19 years

RELEVANT STATUTORY REGULATIONS

- [Equality Act 2010](#)
- [Learning and Skills Act 2000](#)
- [Keeping Children Safe in Education \(KCSIE\) 2021](#)
- DfE [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(England\) 2019](#).
- [Section 34 of the Pupils and Social Work Act 2017](#)

The School is mindful of the implications of the Equality Act (2010), in particular in relation to religious beliefs, special educational needs and disabilities and the needs of lesbian, gay, bi-sexual and transgender (LGBT) pupils. The School also has regard to KCSIE (2021) in this policy and in its practices

ROLES AND RESPONSIBILITIES

- **THE GOVERNING BODY**

The governing body has delegated the approval of this policy to the Education and Welfare Committee (EWC).

- **THE JUNIOR AND SENIOR SCHOOL HEADMASTERS**

The Junior and Senior School Headmasters are responsible for ensuring that RSE is taught consistently across the school.

The Junior School

The Junior School Headmaster, alongside the Junior School Leadership Team (JSLT), are responsible for ensuring that RSE is taught consistently across the Junior school, and for managing requests to withdraw pupils from non-statutory components of RSE ([see Appendix 3](#)).

The JSLT (Junior School Leadership Team) is responsible for ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity and also for monitoring this policy on a regular basis.

The Senior School

The Senior School Headmaster, alongside the Senior School Leadership Team (SSLT) are responsible for ensuring that RSE is taught consistently across the Senior school, and for managing requests to withdraw pupils from non-statutory components of RSE

The SSLT (Senior School Leadership team) is responsible for ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity and also for monitoring this policy on a regular basis.

Staff

Staff are responsible for:

- Delivering RSE sensitively
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

STAFF TRAINING

- Staff are trained on the delivery of RSE in our continuing professional development calendar.
- The Deputy Head, Pastoral in the Junior School and the Assistant Head, People in the Senior School will also invite visitors from outside the school, such as school nurse or sexual health professionals, to provide support and training to staff teaching RSE.

The School is fully committed to ensuring that the application of this policy is nondiscriminatory and in accordance with the Equality Act 2010, particularly with regards to Safeguarding and to pupils with disabilities or Special Educational Needs, further details of which can be found within our Equal Opportunities Policy. This policy should be read in conjunction with other policies, namely the Behaviour Policy, Prevention of Bullying and Unkindness Policy, Equal Opportunities Policy, the Safeguarding (Child Protection) Policy and the SEND Policy.

POLICY DEVELOPMENT

We will develop the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Effective consultation will consist of the following:

- Parental/carer access to the school's initial draft RSE/PSHEE policy for their review and considered comments;
- Invitation to all parents/carers to participate in the RSE consultation in October 2021 (and then an invitation to an annual presentation/pre-recorded webinar thereafter) to ask questions or raise concerns);
- Provision of a factsheet of Frequently Asked Questions to all parents

DEFINITION

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other pupils and with adults, including online.

RSE is not about the promotion of sexual activity.

CONFIDENTIALITY

Teachers at Royal Russell conduct RSE lessons in a sensitive manner. If a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or

exploitation. If the teacher has concerns, they will draw these to the attention of the DSL via My Concern as a matter of urgency. Disclosure of female genital mutilation must be reported directly to the police (either by the individual person to whom it is disclosed or by the individual professional who becomes aware of the case.)

Legally, the school cannot offer or guarantee absolute confidentiality. Royal Russell will aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents to provide support.

PARENTS' RIGHT OF WITHDRAWAL

Parents 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 using the form found in [Appendix 5](#) to this policy and addressed to the Deputy Head, Pastoral in the Junior School and the Assistant Head, People in the Senior School.

A copy of withdrawal requests will be placed in the pupil's educational record. The Deputy Head, Pastoral in the Junior School and the Assistant Head, People will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

MONITORING AND EVALUATION

This implementation of this policy will be monitored by both the Senior and Junior School Headmaster and Deputy Heads. The policy will be shared with the Governing Body and reviewed every year. Regard will be given to any changes in guidance arising from the Department for Education in the interim period. At the time of review, the policy was amended to reflect Advice from the DfE in July 2019 in line with the Education Act 2002, Education and Inspections Act 2006 and the Education (Independent School Standards) (England) (Amendment) Regulations 2012.

LINKS TO OTHER RELEVANT SCHOOL POLICIES

- The Anti-bullying policy,
- Senior and Junior School Behaviour policy
- Safeguarding policy
- The Spiritual, Moral, Social and Cultural Policy and Personal, Social, Health and Economic (PSHE) policy

| | | |
|---------------------------------------|-----------------|----------------|
| Reviewed by | EWC | October 2021 |
| Reviewed and amended by | JLT/SSLT | November 2021 |
| Reviewed and approved by Board | Board | December 2021 |
| Reviewed and approved by | EWC | February 2022 |
| Reviewed and approved by | Board | March 2022 |
| Next review | | September 2022 |

APPENDIX 1 - JUNIOR SCHOOL RELATIONSHIPS AND SEX EDUCATION POLICY

This policy covers all pupils in the Junior School, including EYFS

AIMS

Through our PSHE programme, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing pupils with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective Relationships and Sex Education to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Circle times
- Assemblies
- PE (through education about health and hygiene)

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach Pupils and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims of Relationships and Sex Education (RSE) at Royal Russell are to:

- Provide a consistent standard of relationships and sex education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach senior school age, are well equipped and on an equal footing, to deal with the continuing RSE curriculum within the Senior School environment.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.

These aims complement those of the Science curriculum in KS1 and KS2.

STATUTORY REQUIREMENTS

All schools providing primary education are required to provide pupils with Relationships Education as per Section 34 of the Pupils and Social Work Act 2017. In addition to this, Royal Russell values teaching our pupils Sex Education in conjunction with Relationships Education. It is vital that pupils' ongoing emotional and physical development is supported effectively. As recommended by the DfE, Royal Russell teaches sex education tailored to the age and the physical and emotional maturity of the pupils. Royal Russell ensures that both boys and girls are prepared for the changes that

adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.

Whilst the teaching of Sex Education for primary pupils remains non-statutory (with the exception of the elements of sex education contained in the Science National Curriculum including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals), other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE curriculum at Royal Russell.

DEFINITION

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices. Sex Education is defined as teaching pupils how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the National Curriculum for Science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

CURRICULUM

Statutory RSE Curriculum Content

The RSE curriculum at Royal Russell is embedded within our PSHE curriculum and is set out as per Appendix 3 however, this will be adapted when necessary.

The curriculum has been developed taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers and teaching assistants will respond in an age appropriate manner so that pupils are fully informed and do not seek answers online. Key objectives of the statutory Relationships Education curriculum are outlined below.

Families and people who care for me

Pupils should know:

- That families are important for pupils 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 pupils 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 pupils' 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 pupils' 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.

Caring friendships

Pupils should know:

- 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.
- Those 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 physically or verbally aggressive behaviour 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

Pupils should know:

- 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.
- 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 how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and granting in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- 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

Pupils should know:

- 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 pupils 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 and others.
- 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.
- These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of Pupils based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some Pupils may have a different structure of support around them (for example: looked after Pupils or young carers).

Statutory Science Curriculum Content

Pupils learn the following

Year 1 and 2

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Year 3

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement

Year 4

- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions

Year 5

- To describe the life process of reproduction in some plants and animals (including humans).

- To describe the changes as humans develop from birth to old age, including puberty.
- To understand how we move from children to teenagers to adulthood
- To understand that sexual intercourse can lead to conception and that is how babies are usually made
- To understand that sometimes people need IVF to help them have a baby

Year 6

- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- To describe how a baby develops from conception through the nine months of pregnancy, and how it is born

Non-Statutory Sex Education

As part of statutory Health Education, pupils are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the Science curriculum, pupils learn in Year 2 that animals, including humans, have offspring, which grow into adults. In Year 5, pupils describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, pupils in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject, which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

At Royal Russell, it is important for pupils to understand the facts about human reproduction before they leave primary school. In Year 4, learning about human reproduction and conception forms part of non-statutory Sex Education. In Year 5 and 6, human reproduction and conception is taught through the science curriculum. Providing pupils with Sex Education ensures that they are better prepared for transition to Senior School. It also supports their personal and social development as they grow into young adults.

As is legally prescribed, parents have a right to withdraw their children from these non-statutory sex education lessons. The resources we use when covering the non-statutory Sex Education curriculum are available for parents to view on request to the PHSE coordinator. Parents in Years 4, 5 and 6 will be invited to an annual RSE Parents Information Evening.

For more information about our curriculum, see the Curriculum Maps in [Appendix 3](#).

DELIVERY OF RSE

The Relationships and Sex Education programme at Royal Russell will be delivered in an age appropriate and sensitive manner. Lessons are taught in mixed-gender groups, though some content is covered in single sex groups such as menstrual hygiene or single sex question sessions.

The learning atmosphere enables pupils to feel safe and relaxed so they are confident to engage in discussions around potentially sensitive subjects and themes. Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground

rules are established in partnership with the class, and then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- All questions should be non-personal
- Anatomically correct language should be used at an age appropriate level
- Delivery methods will be adjusted should the need for remote learning continue or extend
- Discussions should be restricted to lessons

The Relationships and Sex Education programme is delivered in ways that are accessible to all pupils, including those with SEND.

Dealing with sensitive issues and difficult questions

Pupils' questions will be dealt with honestly and sensitively and in an age appropriate way. A question box will be available for pupils in Years 4 to 6 to ask anonymous questions. If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Pupils may also be signposted back to their parents and the teacher will contact the parents to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead and complete a record on My Concern.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with pupils.

Teachers will reply to, and answer, pupils' questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of Sex Education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context. The delivery of RSHE will be appropriately differentiated for all pupils, including those pupils with SEND.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with a member of JSLT. Questions which teachers feel uncertain about answering should be discussed with the PSHE Coordinator and answered at a later date.

Pupils

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

Parents

Parents play a key role in pupils' RSE and a positive and supporting relationship with Royal Russell families is mutually beneficial. During the creation of this policy, the draft version was shared with our parental body and avenues for feedback were provided. This policy will be shared annually ahead of the delivery of RSHE, with parents provided with the opportunity to feedback and ask questions. In promoting the partnership between school and parents, Royal Russell:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSE policy and practice; this includes informing parents by email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons and an annual RSE meeting for parents of pupils in Years 4, 5 and 6.
- Acknowledge that whilst parents have the right to withdraw their child/ren from the non-statutory components of sex education within RSE, however by working in partnership with parents, the importance of this aspect of their child's education is mutually understood.
- Keep a register of any pupils who are withdrawn from lessons.

The RSE curriculum at Royal Russell consists of both statutory and non-statutory elements. Parents have the right to withdraw their child/ren from the non-statutory components of Sex Education within RSE however; parents do not have the right to withdraw their child/ren from statutory Relationships Education, Health Education through PSHE or the Science curriculum.

If a parent wishes to withdraw their child/ren from the non-statutory elements of Sex Education within RSE are invited to communicate with the Junior School, Deputy Head Pastoral. The Junior School Deputy Head Pastoral will discuss with the child's Class Teacher who will explore the concern of the parents and will discuss any impact that withdrawal may have on the child. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Deputy Head – Pastoral. Once a child has been withdrawn, they cannot take part in Sex Education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from Sex Education and that child will go to another class for the duration of the lesson.

MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Phase Leaders and JSLT. This may take place through:

- Learning walks
- Phase meetings
- Observations

Pupils' development in RSE is monitored by tutors, who are required to comment on progress in PSHE in pupils' reports. This should be supported largely through pupil self-assessment.

APPENDIX 2 - SENIOR SCHOOL RELATIONSHIPS AND SEX EDUCATION POLICY

This policy applies to all pupils in the senior school

AIMS

The aims of relationships and sex education (RSE) at Royal Russell School are to:

- Equip pupils to develop healthy, fruitful and positive relationships
- Understand and embrace how healthy relationships can benefit wellbeing and self-respect
- Help pupils to develop confidence, empathy and tolerance
- Foster a culture of open discussions with sensitivity to the lifestyles and beliefs of others
- To educate pupils in the law and public debate surrounding issues of intimate relationships
- For younger pupils, to inform them about puberty and to prepare them for the process of adolescence

RSE does not encourage early sexual experimentation; on the contrary, it aims to encourage safe, responsible attitudes to intimate relationships.

If we are to inculcate in our pupils Royal Russell's motto, "Not for oneself but for all" we must necessarily aspire to fostering positive relationships; RSE therefore sits very comfortably with our vision and values. If we are to be ambitious, we must collaborate with and commit to each other; being open is founded on honesty, integrity, mutual respect and trust; to be distinctive is to have confidence in one's social, cultural and moral life; the courageous individual has the moral fibre to do the right thing and to stand faithfully by others.

SCOPE

RSE is closely linked to, and effectively forms part of, the PSHE curriculum and is primarily concerned with:

- The emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- The law around relationships, particularly as it applies to the workplace
- A combination of sharing views and information, and exploring issues and values

RSE is not about the promotion of sexual activity.

CURRICULUM

The RSE curriculum is set out at [Appendix 4](#) but we should always be prepared to adapt it when necessary, either to suit the needs of our pupil cohort or in response to events and public debate beyond the school.

RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them.

The RSE teaching is delivered in ways that are accessible to all pupils, including those with SEND.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Add information about any sex education you provide that is in addition to what is covered in the science curriculum.

DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Like PSHE, the bulk of RSE teaching is delivered via tutor groups, with year group assemblies where it is beneficial. External providers are employed where appropriate, including standalone sessions on aspects of sex education.

RSE is, however, a whole-school responsibility, which is woven into the broader curriculum and general life of the school. For example, biological elements of RSE are taught within the science curriculum, but other aspects may be included in subjects such as Theology and Philosophy (TP), History and English. Co-curricular activities, team-building, boarding and the development of leadership skills among our pupils offer endless opportunities to foster and embed positive approaches to relationships. All staff should at all times be mindful of the example they set, both within and outside the classroom.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Staff who have concerns about teaching RSE are encouraged to discuss this with the Deputy Head, and Assistant Head, People.

RSE teaching is directed by the Assistant Head (People) who is accountable to the Deputy Head (People) and ultimately the Headmaster. The Assistant Head (People) is responsible for annual review of this policy.

PUPILS

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

MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Assistant Head (People) and other members of the SSLT through:

- Learning walks
- Regular meetings with tutors and HoDs
- Lesson observations, when appropriate

Pupils' development in RSE is monitored by tutors, who are required to comment on progress in PSHE/RSE in pupils' reports. This should be supported largely through pupil self-assessment.

APPENDIX 3: BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW
Year 1 RSE and Health Education Curriculum Map

| Relationship, Sex and Health Education | Science |
|--|--|
| <p>Health Education (Jigsaw Unit - Healthy Me)</p> <ul style="list-style-type: none"> • To understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy • To know how to make healthy lifestyle choices • To know how to keep myself clean and healthy, and understand how germs cause disease/illness • To know that all household products including medicines can be harmful if not used properly • To understand that medicines can help me if I feel poorly and I know how to use them safely • To know how to keep safe when crossing the road, and about people who can help me to stay safe • To be able to tell you why I think my body is amazing and can identify some ways to keep it safe and healthy • To understand that your body belongs to you, and that should tell someone they trust if anything makes you feel upset or worried (NSPCC PANTASAURUS) <p>Health Education (Jigsaw Unit - Changing Me)</p> <ul style="list-style-type: none"> • To tell you some things about me that have changed and some things about me that have stayed the same • To tell you how my body has changed since I was a baby • To understand that every time I learn something new I change a little bit • To tell you about changes that have happened in my life <p>Relationships Education (Jigsaw Unit – Relationships)</p> <ul style="list-style-type: none"> • To identify the members of my family and understand that there are lots of different types of families • To identify what being a good friend means to me • To know appropriate ways of physical contact to greet my friends and know which ways I prefer • To know who can help me in my school community • To recognise my qualities as person and a friend • To be able to appreciate someone who is special to me | <p>Pupils should have the opportunity:</p> <ul style="list-style-type: none"> • To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense. • To identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus • To start to understand the life cycles of animals and humans |

Year 2 RSE and Health Education Curriculum Map

| Relationship, Sex and Health Education | Science |
|---|--|
| <p>Health Education (Jigsaw Unit - Healthy Me)</p> <ul style="list-style-type: none"> • To know what I need to keep my body healthy I am motivated to make healthy lifestyle choices • To show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed • To understand how medicines work in my body and how important it is to use them • Safely • To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy • To make some healthy snacks and explain why they are good for my body • To decide which foods to eat to give my body energy • To understand that your body belongs to you, and that should tell someone they trust if anything makes you feel upset or worried (NSPCC PANTASAURUS) <p>Health Education (Jigsaw Unit - Changing Me)</p> <ul style="list-style-type: none"> • To tell you about the natural process of growing from young to old and understand that this is not in my control • To recognise how my body has changed since I was a baby and where I am on the continuum from young to old. • To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private • To understand there are different types of touch and can tell you which ones I like and don't like <p>Relationships Education (Jigsaw Unit – Relationships)</p> <ul style="list-style-type: none"> • To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate • To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • To identify some of the things that cause conflict with my friends • To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • To recognise and appreciate people who can help me in my family, my school and my community • To be able to express my appreciation for the people in my special relationships | <p>Pupils should have the opportunity:</p> <ul style="list-style-type: none"> • To notice that animals, including humans, have offspring which grow into adults. • To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. |

Year 3 RSE and Health Education Curriculum Map

| Relationship, Sex and Health Education | Science |
|--|---|
| <p>Health Education (Jigsaw Unit - Healthy Me)</p> <ul style="list-style-type: none"> • To be able to understand how exercise affects my body and know why my heart and lungs are such important organs • To know that the amount of calories, fat and sugar I put into my body will affect my health • To be able to tell you my knowledge and attitude towards drugs • To identify things, people and places that I need to keep safe from • To know some strategies for keeping myself safe, who to go to for help and how to call emergency services • To can identify when something feels safe or unsafe • To understand how complex my body is and how important it is to take care of it <p>Health Education (Jigsaw Unit - Changing Me)</p> <ul style="list-style-type: none"> • To identify how boys' and girls' bodies change on the outside during this growing up process • To identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up • To start to recognise stereotypical ideas I might have about parenting and family roles • To understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby • To understand how babies grow and develop in the mother's uterus • To understand what a baby needs to live and grow • To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies <p>Relationships Education (Jigsaw Unit – Relationships)</p> <ul style="list-style-type: none"> • To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • To identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener • To be able to use some strategies for keeping myself safe online • To explain how some of the actions and work of people around the world help and influence my life • To understand how my needs and rights are shared by children around the world and can identify how our lives may be different. • To know how to express my appreciation to my friends and family | <p>Pupils should have the opportunity:</p> <ul style="list-style-type: none"> • To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • To identify that humans and some other animals have skeletons and muscles for support, protection and movement. |

Year 4 RSE and Health Education Curriculum Map

| Relationship, Sex and Health Education | Science |
|--|--|
| <p>Health Education (Jigsaw Unit - Healthy Me)</p> <ul style="list-style-type: none"> • To recognise how different friendship groups are formed, how I fit into them and the friends I value the most • To understand there are people who take on the roles of leaders or followers in a group, and I know the role • To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke • To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol • To recognise when people are putting me under pressure and can explain ways to resist this when I want • To know myself well enough to have a clear picture of what I believe is right and wrong <p>Health Education (Jigsaw Unit - Changing Me)</p> <ul style="list-style-type: none"> • To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • To know how the circle of change works and can apply it to changes I want to make in my life • To identify changes that have been and may continue to be outside of my control that I learnt to accept <p>Relationships Education (Jigsaw Unit – Relationships)</p> <ul style="list-style-type: none"> • To recognise situations which can cause jealousy in relationships • To identify someone I love and can express why they are special to me • To tell you about someone I know that I no longer see • To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older • To know how to show love and appreciation to the people and animals who are special to me • <p>Sex Education (Non-Statutory) (Jigsaw Unit – Piece 2)</p> <ul style="list-style-type: none"> • To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm • To correctly label the internal and external parts of male and female bodies that are necessary for making a baby | <p>Pupils should have the opportunity:</p> <ul style="list-style-type: none"> • To describe the simple functions of the basic parts of the digestive system in humans • To identify the different types of teeth in humans and their simple functions |

Year 5 RSE and Health Education Curriculum Map

| Relationship, Sex and Health Education | Science |
|--|---|
| <p>Health Education (Jigsaw Unit - Healthy me)</p> <ul style="list-style-type: none"> • To know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. • To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • To know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • To understand how the media, social media and celebrity culture promotes certain body types • To describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures • To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy <p>Health Education (Jigsaw Unit - Changing Me)</p> <ul style="list-style-type: none"> • To be aware of my own self-image and how my body image fits into that • To explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally • To describe how boys’ and girls’ bodies change during puberty • To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) <p>Relationships Education (Jigsaw Unit – Relationships)</p> <ul style="list-style-type: none"> • To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • To understand that belonging to an online community can have positive and negative consequences • To understand there are rights and responsibilities in an online community or social network • To recognise when I am spending too much time using devices (screen time) • To explain how to stay safe when using technology to communicate with my friends | <p>Pupils should have the opportunity:</p> <ul style="list-style-type: none"> • To describe the life process of reproduction in some plants and animals (including humans). • To describe the changes as humans develop from birth to old age, including puberty. • Understand how we move from children to teenagers to adulthood • To understand that sexual intercourse can lead to conception and that is how babies are usually made • To understand that sometimes people need IVF to help them have a baby |

Year 6 RSE and Health Education Curriculum Map

| Relationship, Sex and Health Education | Science |
|--|--|
| <p>Health Education (Jigsaw Unit - Healthy Me)</p> <ul style="list-style-type: none"> • To take responsibility for my health and make choices that benefit my health and well-being • To know about different types of drugs and their uses and their effects on the body particularly the liver and heart • To understand that some people can be exploited and made to do things that are against the law • To know why some people join gangs and the risks this involves • To understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • To recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse <p>Health Education – (Jigsaw Unit - Changing Me)</p> <ul style="list-style-type: none"> • To be aware of my own self-image and how my body image fits into that • To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend • To be aware of the importance of a positive self-esteem and what I can do to develop it <p>Relationships Education – (Jigsaw Unit - Relationships)</p> <ul style="list-style-type: none"> • To know that it is important to take care of my mental health • To know how to take care of my mental health • I understand that there are different stages of grief and that there are different types of loss that cause people to grieve • To recognise when people are trying to gain power or control • To judge whether something online is safe and helpful for me • To use technology positively and safely to communicate with my friends and family • To understand that families come in different shapes and sizes and are made up in different ways. | <p>Pupils should have the opportunity:</p> <ul style="list-style-type: none"> • To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • To describe the way nutrients and water are transported within animals, including humans. • To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • To describe how a baby develops from conception through the nine months of pregnancy, and how it is born |

APPENDIX 4: BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW

| TOPIC | PUPILS SHOULD KNOW |
|---|--|
| Families | <ul style="list-style-type: none"> • 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 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 • 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: 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 | <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) • 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 • 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 |

| TOPIC | PUPILS SHOULD KNOW |
|--|--|
| Online and media | <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 • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see 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 |
| Being safe | <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, 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 | <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 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, efficacy and options available • The facts 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 |

Withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for requesting withdrawal from non-statutory element of RSE | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |
| | |

APPENDIX 6

THE LAW

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions including, for example:

- 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.)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- Female genital mutilation (FGM)