



Relationships and sex education policy (RSE)

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1. Aims

The aims of relationship education (RE) at primary level and relationships and sex education (RSE) at secondary level, our school are to:

- Explore how to deal with a range of new emotions and discuss appropriate ways of expressing these feelings
- Explore and clarify attitudes and values of individuals and society
- Prepare children to take an active role as future citizens
- Enable children to protect themselves and ask for help and support
- 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils to correct vocabulary to describe themselves and their bodies
- To equip pupils with the skills, knowledge and values to have safe, fulfilling and enjoyable relationships, and take responsibility for their sexual health and wellbeing

2. Statutory requirements

At Rookwood School we teach RSE as set in the following guidance:

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 and Relationships and Sex Education compulsory for all pupils receiving secondary education. Health education is compulsory in all schools except independent schools where personal, health, social and economic education continues to be compulsory. Rookwood have also used the Equality Act of 2012, which includes the protected characteristics as listed in section 4 of the Equality Act 2010 which are as follows: a. age b. disability c. gender reassignment d. marriage and civil partnership e. pregnancy and maternity f. race g. religion or belief h. sex i. sexual orientation The protected characteristics will be referenced in curriculum documentation.

Sex education contained in the National curriculum science (Key Stages 1-4) is compulsory for students at Rookwood. We also have due regard to the Secretary of States' guidance on RSE (DFEE, 2000)

This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes.' (1:13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1:16)

The guidance (1:18) states that secondary schools should:

- Teach about relationships, love and care and the responsibilities of parenthood as well as sex;
- Ensure young people understand how the law applies to sexual relationships;
- Link RSE with issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol;
- Provide young people with information about different types of contraception, safe sex and how they can access local sources for further advice and treatment.

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE is lifelong learning about physical, sexual, moral and emotional development. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Curriculum

Rookwood have embedded the requirements of SRE into the PSHE programme, outlined below.

The three overlapping and linked 'Core Themes' (Health and wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, are taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

PSHE should respect and take account of pupils' prior learning and experiences and should reflect the universal needs shared by all children and young people as well as the specific needs of the pupils at Rookwood. PSHE should prepare pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHE and P4C have a rich body of knowledge taught through topics.

We have developed the curriculum in consultation with parents, pupils, staff, taking into account age, needs and feelings of pupils. If a pupil asks a question outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

5. Delivery of RSE

RSE is taught within Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects are taught within the science curriculum, and other aspects are included in religious studies

(RS). All pupils receive discreet PSHE lessons within the curriculum, in KS4 moving to topic focused days, one per term. Delivery of the subject is by form teachers (KS2) Subject specialist (KS3-5). We also use trained health professionals to supplement areas of the curriculum.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

More detail is provided in appendices 1 and 3.

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).

6. Roles and responsibilities

6.1 The governing body

Will approve the RSE policy, and hold the head teacher to account for its implementation.

6.2 The Headmaster

Is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see appendix 2: Withdrawing pupils)

6.3 Staff

- Staff are responsible for delivering RSE in a sensitive way
- 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 who have concerns about teaching RSE are encouraged to discuss this with their line manager and PSHE co-ordinator.

The member of staff responsible for RSE/PSHE is Elizabeth Hacker, Head of the Senior School

6.4 Pupils

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

7. Parents' right to withdraw

Parents have the right to withdraw their children from non-statutory components of sex education within RSE up to and until three terms before a 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 2 of this policy and addressed to the Headmaster.

A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

8. Training

Staff are trained on the delivery of RSE as required. Professional development is overseen by the Head teacher and SLT, highlighting any gaps in training need.

The PSHE co-ordinator, will also invite external professionals into school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by the PSHE co-ordinator, alongside wider formal monitoring arrangements provided for the whole school.

- Planning scrutinies
- Learning Walks

Policy Date: February 2021

Review Date: February 2022

Appendix 1: 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 legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have not 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 long term relationships • The roles and responsibilities of parents with respect to raising 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 and 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 peoples 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 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 to be shared further and not to share personal material which is sent to them • What to do and where to get support to report material and manage issues online • The impact of viewing harmful content

	<ul style="list-style-type: none"> • 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 effect current and future relationships • How people can actively communicate and recognise consent from others, including sexual 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 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 about pregnancy and miscarriage • That there are choices in relation to pregnancy (with medical 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 facts about testing • About the prevalence of some STI's, the impact they can have on those who contract them and the 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

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Signed:

Date:

Appendix 3: Government requirements

By the end of Primary School:

TOPIC	Pupils should know
<p>Families and people who care for me</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. 21 • 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>	<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>	<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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners.

	<ul style="list-style-type: none"> • 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 giving in relationships with friends, peers and adults.
Online relationships	<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.
Being safe	<p>Pupils should know</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.

	• where to get advice e.g. family, school and/or other sources.
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