



## **Relationships and Sex Education (RSE) Policy 2023-24**

## Why Do We Teach Relationships and Sex Education?

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Relationships and Sex Education and Health Education are taught in this school as statutory subjects through an integrated PSHE programme of work.

Relationships and Sex Education make a significant contribution to the school's legal duties to

- prepare pupils for the opportunities, responsibilities and experiences of adult life , and
- promote the spiritual, moral, social cultural mental and physical development of pupils

It is taught in relationship to the school's aim to create citizens who respect and appreciate one another taking into account the protected characteristics. Pupils are encouraged to have a sense of their own self-worth.

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils. It will be delivered in a non-judgemental and factual way which allows scope for young people to ask questions publicly or anonymously through a question box.

The intention of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their physical, sexual and emotional health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success.

Our programme also aims to support pupils in their personal development regarding attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our pupils.

We focus on attitudes and values, skills and as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

As a school we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

## Curriculum Content

The DfE recognises 5 elements to Relationships and Sex Education. These are;

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

In the Junior Years pupils will learn about matters such as: families and people who care of us, recognising caring friendships and respectful relationships, online relationships and being safe.

In the Senior Years pupils will build further on the areas above introduced in the junior school. Additionally, they will cover intimate and sexual relationships, including sexual health. Pupils will also be apprised of relevant legal provisions when topics are being taught, such as consent (including the age of consent) FGM, sexuality, gender identity and exploitation.

All pupils will look at the 'health' curriculum and cover areas such as mental health, well-being, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, the changing adolescent body.

This teaching dovetails into the school's complementary policies on behaviour, bullying and safeguarding including the handling of any disclosures made by pupils in response to the subject content. It also includes respect for diversity.

The subject will also support the development of important attributes in pupils such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy.

Whilst the curriculum is set it proactively addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development and will be in line with pupils' needs, informed by pupils' voice and participation in the curriculum development and in response to issues as they arise in the school and wider communities. We will teach at an age-appropriate level with an age-appropriate approach. Some areas of the PSHE curriculum may be taught by other staff, such as tutors via the tutor programme, and will be monitored by the Head of PSHE and Deputy Headteacher responsible for PSHE.

Some elements of sex education are statutory.

Learning about 'the changing adolescent body' is part of statutory Health Education.

National Curriculum Science is also statutory.

At key stage 3 and 4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS.

In line with KCSIE our curriculum content will include staying safe both on line and off line. We encourage our students to discuss topical issues and we raise topics age appropriately that feature in our safeguarding policy or in the media. A copy of our safeguarding policy can be found online.

## Equality

This school delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE depending on their circumstances and background. The school believes that all people should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

- We aim to be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times which we will support. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and school's statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.
- Some of our pupils may define themselves as Lesbian, Gay, Bisexual or Transgender (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our approach to RSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle any homophobic bullying.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

## Provision

1. This school has a caring ethos that models and supports positive relationships between all members of the school community.
2. Within the taught, age-appropriate, spiral RSE curriculum within Personal Social and Health Education (PSHE).
3. Within Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
4. Through other curriculum areas for example Drama, English, Harmony etc.
5. Through assemblies and whole school events such as PSHE Drop-Down Days.
6. Through pastoral support.
7. By the provision of appropriate leaflets and other information sources.
8. Via targeted intervention, where appropriate, with vulnerable individuals.
9. Delivery in response to incidents.

## Teaching Methods, Resources, Training and Monitoring

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSE.

### A Safe Learning Environment

For PSHE or RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- The correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

### Teaching and Learning Methods

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills.

## **Asking and Answering Questions**

We recognise that where young people's questions go unanswered they may turn to inappropriate sources of information. Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

## **Groupings**

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent. It will be left to the teacher's discretion to make these decisions.

## **Visitors**

A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils. Please see the Visiting Speakers Policy for the best practice in this context.

## **Resources**

Teaching resources will be selected based on their appropriateness to pupils and their impact.

## **Continuity, Progression and Assessment**

Our school has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE is delivered through a sequenced planned programme of work. Continuity and progression is generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding. The curriculum is informed by needs assessment of pupils existing knowledge, experience and understanding.

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision and builds on existing school systems. Formative, low-stakes assessments will be used to assess the pupils' understanding.

## **Personnel and Training**

The Head of PSHE keeps updated in this fast-moving subject area. They are responsible for RSE.

RSE is delivered by the Head of PSHE/PSHE teacher/form tutor/whole school staff/external visitors and speakers. The school is committed to ensuring that everyone involved with teaching or supporting the teaching of RSE receives appropriate and ongoing professional development to maintain a whole school consistency and high standards for the children/young people in our care.

## **Parental engagement in RSE and right to withdrawal**

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE.

The school ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; made aware of the school's PSHE curriculum; and encourage them to support their child is learning at home through shared learning activities, if appropriate.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum but not relationship education lessons that are taught during PSHE. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science. Any parent wishing to withdraw their child must put their request in writing to the Head of PSHE and the Principal.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept. Before granting any request to withdraw a child from sex education the parents will be invited to discuss their request with the Principal. Should the request be granted the school will keep notes on the students file.

After permission has been granted, except in exceptional circumstances, the school will respect the parents' request. However, once a student is three terms away from their sixteenth birthday they have a right to receive sex education rather than be

withdrawn. Where this is the case we will make arrangements to provide them with sex education during one of those terms.

Where a request for withdrawal is made by the parents of a Junior child this will automatically be granted other than that where it is part of the science curriculum. The request must be put in writing to the Head of PSHE and the Principal. Regarding relationship education, there is no parental right to withdraw pupils at any age.

## Impact

### Monitoring and Evaluation

The curriculum intent, implementation and impact is regularly monitored and evaluated by the Deputy Headteacher responsible for PSHE and the Head of PSHE. The evaluation of impact takes place through a variety of methods, including learning walks, observation, and pupil feedback. The views of the pupils and teachers who deliver the curriculum will be used to make changes and improvements to the programme on an ongoing basis.

PSHE staff receive the same teaching and learning monitoring and support as other subjects. The Head of PSHE receives time to carry out this process.

### Consultation, Policy Development and Review

The views of parents and carers were sought via survey in October 2023. The policy was ratified by the SLT November 2023. It was sent for consultation to the staff and was ratified in November 2023.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, and any other appropriate stakeholders. This policy has been approved by the SLT and staff. This document is freely available to the entire school community online. Any suggestions or worries raised were addressed so that they could be considered prior to this policy becoming custom and practice. Any further suggestions should be sent to [vsmit@hurstlodeschool.co.uk](mailto:vsmit@hurstlodeschool.co.uk) who will put them forward when the policy is reviewed or sooner if the suggestions have an immediate impact.

It will be reviewed on a biannual basis.

Review date 7 November 2023

Review date 7 November 2025

### Policy Links

PSHE

Drugs Education

Safeguarding

Confidentiality

Reviewed November 2023

Next Review November 2025



Science  
Visiting speakers  
Anti-Bullying  
Emotional Health and Well-Being