



Relationship and Sex Education Policy

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Governor for RSE: Jane Scott

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Rationale and ethos

Relationship Education is a statutory requirement in all primary schools in England. Relationships and Sex Education (RSE), is a statutory requirement in secondary schools from Year 7. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – (DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory from September 2020). For ease of reading this document refers to it both the primary and secondary element under the same umbrella as **RSE**

This policy is a whole school policy and outlines what is taught and how it is taught, illustrating links with other subject areas. It describes how the views of parents, students, staff and Governors are considered when planning and reviewing the policy. We view the partnership between home and school to be vital in ensuring that specific needs are met and responded to when teaching RSE, and that topics are taught in an evidence-based and age-related way. RSE is taught within the PSHE curriculum, and is central to students learning about themselves, and feeling positive about their relationship with themselves and those around them. Students' questions will be answered in a factual age appropriate way, using the correct terminology for body parts.

The use of sexualised language, swear and slang terms, including homophobic or racist language will be addressed with students and as appropriate parents/carers.

Staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box. This allows time for reflection about the most appropriate way to respond.

We ensure RSE is inclusive and meets the needs of all our students, including those with Special Educational Needs and Disabilities (SEND) by differentiating in lessons, teaching in smaller groups and involving SEND staff in planning.

The religious and cultural background of all Students is considered and, where appropriate, parents will be consulted.

We ensure that RSE fosters gender equality and LGBTQ equality by teaching with sensitivity and being age-appropriate in approach and content, complying with the Equality Act 2010.

Central to our PSHE programme is the development of pupils' self-esteem. If students feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships. They are also less likely to be exploited by others. For our RSE delivery we primarily use the PSHE association, and their Medway plans for RSE, which covers Year 1-8

Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Roles and Responsibilities

The RSE programme will be led by the Head of Safeguarding

The Governor for RSE is Jane Scott.

- It will be taught by Form and Class teachers, supported by the Head of Safeguarding and a range of outside specialists; such as the school doctor, 'It happens' and the 'NSPCC'
- It will be supported through advice from specialists such as 'Mind', 'Sex Education Forum', 'Brook' and 'Heads and Hearts'
- Parents' views will be sought and they will be informed about when lessons will be taught. Through talking to Students and assessing their knowledge, lessons will be targeted to their needs.
- Teaching staff will receive training related to RSE, including the teaching of Mental Wellbeing, this will be through recommended reading, online learning with providers such as Brook, and through inset. How to support students through the consistent use of language, how to respond to questions, and where to signpost students for help and advice, is also covered for staff. There are calendared PSHE staff meetings to discuss how things are covered and supported as well as resources shared and discussed.
- Online- Through cross curricular links with digital learning, and within PSHE also, we address issues such as bullying and cyber bullying how students can be proactive, support one another and recognise signs of harm, and who to speak to if they do have a problem see [Anti bullying, Safeguarding and boarding policy](#) also.

Statutory Guidance and Advice

Current regulations and guidance from the Department for Education state that Relationship Education is a statutory requirement in all primary schools in England and that Relationships and Sex Education (RSE), is compulsory in secondary schools.

Documents that inform the school's RSE policy include

Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, statutory guidance

- KCSIE 2022
- Equality Act 2010 and schools

- SEND code of practice
- Alternative provision guidance, DfE guidance
- Behaviour and Discipline in Schools, DfE guidance
- Mental Health and Behaviour in Schools, DfE guidance
- Preventing and Tackling Bullying, DfE guidance
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values DfE guidance,
- SMSC requirements for Independent Schools

The RSE policy compliments the following whole school policies for:

- Personal Social Health Education (PSHE)
- Spiritual Moral Social Cultural development (SMSC)
- Safeguarding
- Anti-bullying

Curriculum Design

Although not statutory for EYFS, healthy relationships are taught seamlessly within the curriculum.

Years 1 to 6

Relationship Education establishes the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online. This sits alongside the essential understanding of how to be healthy, including physical and emotional changes during puberty, which is introduced in Year 5.

Years 7 and 8

At secondary level, teaching builds on the knowledge acquired at primary and further develops Students' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sexual health.

RSE at St. George's is part of the PSHE curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school. Throughout all of PSHE we return to topics and build upon previous learning, and broadening knowledge and understanding of subjects.

At St George's, the RSE curriculum is designed to build on the interest that children have about themselves, their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth

including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care, and to develop sensitivity towards the needs of others, providing knowledge of loving relationships and the human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues, taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships

We offer a planned and appropriate scheme of work, devised to meet the following aims and objectives

Our scheme of work aims to:

- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for themselves and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Counteract myths, playground rumours and misinformation
- To promote equal opportunities for all
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the life & help pupils accept variations
- Develop the confidence to seek help, support and advice
- Children are exposed to information and messages from T.V., internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

Examples of topics we may teach at each stage of learning. We choose what is appropriate for a particular Year group. Before teaching about Puberty or Sex Education within RSE (at the age appropriate times) we will inform parents, and work in partnership in terms of supporting parents with books and a chance to meet with the Head of Safeguarding to discuss any content.

Year 1	Health and Well Being	Relationships	Living in the wider world
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	<p>Healthy lifestyles</p> <p>Making healthy choices</p> <p>Managing feelings and emotions</p> <p>Keeping physically and emotionally safe</p>	<p>My body</p> <p>Life cycles</p> <p>Keeping safe</p> <p>People who help us.</p>	<p>Rights and Responsibilities</p>
Year 2	<p>Health and Well Being</p> <p>Healthy lifestyle</p> <p>Strengths and setting goals</p> <p>Growing and changing and becoming more independent.</p> <p>Feelings and emotions.</p>	<p>Relationships</p> <p>Feeling and emotions</p> <p>Respecting differences and similarities between people.</p> <p>How our behaviour affects others and ourselves.</p> <p>Classroom/school rules.</p>	<p>Living in the wider world</p> <p>How can they contribute to the life of the classroom and school?</p> <p>Groups and communities.</p> <p>How we are the same as others and how we are different?</p>
Year 3	<p>Health and Well being</p> <p>Making healthy choices about foods.</p> <p>Reflecting and celebrating their achievements.</p> <p>Hygiene and looking after their bodies.</p> <p>Keeping safe.</p>	<p>Relationships</p> <p>Recognising and responding to others' feelings.</p> <p>Actions affect others and themselves.</p> <p>Working towards goals.</p> <p>Personal boundaries.</p>	<p>Living in the wider world</p> <p>Human Rights</p> <p>Consider lives of others and their values and customs.</p> <p>What is meant by enterprise?</p>
Year 4	<p>Healthy Lifestyles</p> <p>Mental wellbeing and how to be mentally healthy</p> <p>Relationships</p> <p>Important relationships in my life</p>	<p>Feelings and Attitudes</p> <p>How to say 'no' without hurting feelings</p> <p>What should I do if my family or friends don't see things as I do?</p> <p>Can I believe everything I see on TV about</p>	<p>Growing and Changing</p> <p>How will my body change as I get older?</p> <p>Is my body normal? What is a 'normal' body?</p> <p>Where to go for help</p>

	<p>What is love?</p> <p>How do we show love?</p> <p>Different kinds of families and partnerships</p> <p>Mental Wellbeing</p> <p>Where to go for help</p>	<p>bodies/relationships/girls and boys?</p> <p>Healthy Lifestyles</p> <p>What is a balanced lifestyle?</p> <p>How much sleep do I need?</p> <p>Healthy eating and physical health.</p>	<p>Who can I talk to for help or advice?</p>
Year 5	<p>Relationships</p> <p>What are the different kinds of families and partnerships?</p> <p>Are you expected to behave differently depending on gender?</p> <p>What do the words 'lesbian' and 'gay' mean?</p> <p>Why does calling someone 'gay' count as bullying?</p> <p>Science: Lifecycles and human reproduction</p> <p>How does a baby develop?</p> <p>What does a new baby need to be happy and healthy?</p>	<p>Growing and Changing</p> <p>What is puberty?</p> <p>How will my body and feelings change?</p> <p>Is my body normal? What is a 'normal' body?</p> <p>Where to go for help</p> <p>Where can I find information about puberty and sex?</p> <p>How can I find reliable information?</p>	<p>Relationships</p> <p>Why are families important for having babies and bringing them up?</p> <p>Can some relationships be harmful?</p> <p>Keeping safe and looking after myself</p> <p>How can I look after my body now that I am going through puberty?</p> <p>How can girls manage periods?</p> <p>How can people get diseases from sex?</p> <p>Where to go for help and advice?</p> <p>Mental wellbeing</p>
Year 6	<p>Healthy Lifestyles</p> <p>My body – Am I normal for my age? If I am a late developer will I catch up?</p> <p>Relationships</p>	<p>Feelings and Attitudes</p> <p>What is love and how do we show love?</p> <p>How does this change as we get older?</p>	<p>Growing and Changing</p> <p>What is puberty? How will my body change?</p> <p>What are the different changes for boys and girls?</p>

	<p>What makes a relationship happy or unhappy?</p> <p>Why do relationships change during adolescence?</p>	<p>What are the different views of religions or cultures on relationships?</p> <p>Why do the media show pictures of thin/muscly/perfect bodies? Should we all look this way?</p> <p>Mental Wellbeing</p> <p>Science: lifecycles and human reproduction</p>	<p>Keeping safe and looking after myself</p> <p>Does drinking alcohol or using drugs affect decisions about behaviour?</p> <p>How can I say 'no' to my peers?</p> <p>Where to go for help and advice</p>
Year 7	<p>Feelings and Attitude</p> <p>Why do people get married or have a civil partnership?</p> <p>What can I do about family and friendship break up?</p> <p>Mental Wellbeing</p> <p>Where to go for help and advice</p>	<p>Growing and Changing</p> <p>Why do I feel different?</p> <p>How can I manage my emotions? Is this normal?</p> <p>Keeping safe and looking after myself</p> <p>What is HIV and AIDS, how do you get it? Is it always through sex?</p> <p>Science: Diseases, Sexually Transmitted Diseases (STD's)</p>	<p>Relationships</p> <p>What is a healthy relationship?</p> <p>What is consent and how to say no?</p> <p>Where to go for help and advice</p>
Year 8	<p>Relationships</p> <p>What is the difference between sexual attraction and love?</p> <p>Should everyone have a boyfriend or girlfriend at my age?</p>	<p>Healthy Lifestyle</p> <p>How do I look after my mental health?</p> <p>Mental Wellbeing</p> <p>Feelings and Attitudes</p> <p>How do I tell someone that I don't agree with them?</p> <p>Science: puberty, hormones, intercourse, fertilisation</p>	<p>Healthy Relationships</p> <p>How do I know if I am ready for an intimate relationship?</p> <p>What is consent and how do I say no?</p> <p>What is happening to my body?</p> <p>Where to go for help and advice</p>

The teaching of Sex Education in primary schools 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 taught as part of RSE, within the PSHE programme.

We review annually what we teach and when within the curriculum, adapting to the needs of our students. In students the following is taught, and so RSE ties in with this learning at the different stages.

- Key stage 1 and 2 Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.
- Key stage 3 and 4, Science includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.
- We will ensure RSE is matched to the needs of our students by carrying out audits prior to each topic, in the form of questionnaires, discussions or a 'Box of Questions'.
- Flexibility is important as it allows us to respond to local public health and community issues, meet the needs of our school community and adapt materials and programmes to meet the needs of students.
- Our RSE programme will be taught through a range of teaching methods and interactive activities, including discussion, worksheets, visual presentations and talks by outside specialists. Students will actively learn through discussion, role play, working individually and in groups.
- Lessons will be differentiated by using different means of presenting and explaining concepts to ensure that all Students understand and can access the topic. Advice will be taken from the Head of Learning Enrichment to ensure that specific needs are taken into account.
- Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin equality and respect for the views of others.
- Learning about relationships and sex education in PSHE education lessons will link and complement learning in Science which teaches about life cycles, reproduction and changes in puberty.
- Assessment in RSE will be done informally during lessons in order to inform subsequent lessons as well as at the end of the topic to reinforce

learning for Students. Students may record their work through a variety of mediums, quizzes or presentations to class.

Safe and effective practice

- We will ensure a safe learning environment by agreeing ground rules which establish a safe environment where Students can express thoughts and feelings which are not shared beyond the classroom with other Students.
- Distancing techniques such as using examples of unknown characters or situations are used because children find it easier to talk and discuss when examples are not related directly to them.
- Students' questions will be answered by teachers in an honest and factual way. If teachers are unsure how to respond to a question, they will signpost Students to reliable places for help and sensitive issues will be handled by the Head of Pre-Prep or Head of Safeguarding.
- Students will be able to raise questions anonymously through a 'question box' and answers will be addressed during subsequent RSE lessons.
- All staff teaching RSE will be supported by the Head of Safeguarding, training and a range of age-appropriate resources.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

- Teachers will consult with the Head of Safeguarding (or in their absence one of the DDSLs,) should a disclosure be made.
- Visiting speakers support the delivery of RSE, and will be required to read the schools Safeguarding visitor statement and sign to say that they have read and understood it. The Head of Safeguarding will ensure that the content of any external visitor or agency's talk is appropriate.
- The protocol for inviting visitors into lessons is to make them aware of any safeguarding concerns, specific SEND needs and beliefs or values. Any concerns disclosed by a student will be reported to the DSL team as appropriate.

Engaging stakeholders

Parents will be informed about the policy through the website. It can also be provided as a hard copy if requested by parents.

We work closely with parents to ensure they are fully aware of what is being taught and provide additional resources and support through the policy, letters to indicate when Relationship and Sex Relationships are taught, adhoc bulletins, examples of resources and provide opportunities for parents to attend information sessions. A consultation process with parents was carried out when the RSE curriculum was implemented and is carried out when any substantive changes are made. The school ensures the consultation is not a fait a complet, but provides an opportunity for parents to raise concerns, questions, and, of course, ask their child is withdrawn from the sex education component.

Governors

The RSE Governor, meets regularly with the Head of Safeguarding to ensure the policy reflects the needs of Students and parents. They are kept aware of new developments and statutory guidance by the Head of Safeguarding. A termly report will be made to the Council of Governors and Governors will be expected to be familiar with the RSE policy.

Students

The school engages with Students so they can effectively contribute to RSE content through discussions, activities and audits, which help to establish what Students already know and what they need to know. We are aware that children will have different needs.

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education that is not part of the statutory National Curriculum for Science. In the first instance, parents should contact the Head of Safeguarding to discuss their views, ask questions and discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the lesson, rather than accurate information given by the teacher. If parents wish to continue with withdrawal, approval of the request will be sought from the Head. Where a student's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the student is so excused until the request is withdrawn.

This process is the same for Students with SEND where a student's specific needs, arising from their SEND, is taken into account when making this decision. If a parent/carer requests that their child be removed from Sex Education, we will

ensure that they receive appropriate, purposeful education during the period of withdrawal.

There is no statutory right to withdraw from Relationships and Health Education. (DfE statutory guidance; Relationships Education, Relationships and Sex Education and Health Education)

Monitoring, reporting and evaluating

Teachers will critically reflect on their work in delivering RSE through assessing Students understanding of topics, questioning by Students and discussion with Head of Safeguarding.

Students will have opportunities to review and reflect on their learning during lessons through end of topic worksheets and discussions. This will be influential in adapting and amending planned learning activities.

Policy Review

This policy will be reviewed annually by the Head of Safeguarding, and Head of Science to ensure that it reflects the needs of Students.

Governors' will be consulted and made aware of any changes to the policy.