



Relationship and Sex Education (as part of the full PSHE curriculum) Policy

Date: March 2022

Approved by Advisory Board: March 2022

Review date: March 2023

Linked with other policies:

- Safeguarding incorporating Child Protection
- Confidentiality
- Internet and Acceptable Use
- Drugs
- Curriculum

Signed:

A handwritten signature in blue ink, appearing to read "S. Day -".

Version Control

Version	Date of change(s)	Page and paragraphs affected	Summary of update
1	No changes		
2	March 2022	P6	'Online Safety' added to Core themes table (all key stages)
		P8 Appendix 1 added	Curriculum map for PSHE
		P10 Appendix 2 added	By the end of primary school pupils should know
		P13 Appendix 3 added	By the end of secondary school pupils should know

Introduction:

This policy describes our approach to Relationships and Sex Education and how it is incorporated into the Personal, Social, Health and Economic Education and Citizenship Education. It aims to set out the purpose of Relationships and Sex Education and the intended outcomes for our students, what is covered in our curriculum and how it is delivered.

We define Relationships and Sex Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

Purpose and Principles:

At All Saints School, we believe in providing every student with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop students' knowledge, skills, opinions, strategies and confidence – enabling them to cope with life and live safely and happily in the modern world.

Our RSE curriculum is inclusive and meets the needs of all students, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

We aim to provide all students with:

- the knowledge and understanding of a variety of relationships
- the ability to identify any concerns they have about a relationship
- coping strategies and an awareness of how and where to seek support
- an understanding of their rights and responsibilities within a range of relationships
- an awareness of the process of growing up and the changes they and others will experience
- an understanding of the characteristics of positive relationships.

Legal Requirements:

The law in relation to RSE states:

- The Directorship of schools are required to keep an up-to-date policy that describes content and organisation of RSE provided outside the national curriculum science orders.
- RSE is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation.
- Some parts of RSE are compulsory – these are part of the national curriculum for Science.
- For further guidance on context see Sex and Relationship Education in Schools (2016).

It is now a statutory regulation that from September 2020 all primary schools must deliver Relationships and Sex Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and
- Prepares students at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's RSE Policy include:

- Education Act (1996)
- Learning and Skills Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance

- Children and Social Work Act (2017)
- Independent School Standards

Other Related Policies and Documents:

- Confidentiality Policy
- Safeguarding Learners Policy
- Internet and acceptable use policy
- Drug Education Policy
- Curriculum, Teaching and Learning and Assessment Policy

How parents and carers are involved:

We highly value the partnership between school and home and will promote open and informative two-way communication. A positive home school link ensures a better outcome in the development of the young people we wish to foster. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our students.

Parents' right to withdraw their child from lessons

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships Education, with the exception of the objectives included in National Curriculum science. Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to students who are withdrawn from RSE.

Roles and Responsibilities:

The Directors will hold the Headteacher to account for the implementation of this policy. The Directors have delegated the approval of this policy to the Headteacher.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.

The RSE programme in our school will be led by the subject leader.

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE should speak directly with the Headteacher.

All staff members involved in teaching and supporting the RSE curriculum will be trained and supported by the subject leader and deputy Headteacher. Visitors from outside the school, such as school nurses or sexual health professionals may be asked to provide support and training to staff teaching RSE.

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

Our RSE Curriculum:

Our inclusive RSE curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stages 1 – 5 (of which in All Saints School we cover 2,3 & 4, as well as

revisiting Key stage 1 to ensure there are no gaps in knowledge or understanding). It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

Outline of All Saints School RSE programme:

- Protective behaviours are taught at all Key Stages if appropriate and where identified for individuals.
- The RSE curriculum will be differentiated into several tiers to reflect the breadth of needs in learners at All Saints School and where appropriate will be individualised to meet particular needs.
- The curriculum will come from the PSHE Association curriculum document and the 2016 guidance referred to above.
- In the Junior Department learners will access the different tiers of curriculum provision available through an assessment of readiness. Education on sexual intimacy will be taught only to those who have shown a developing sexual persona and after careful consultation with parents/carers.
- It is recognised that much of RSE comes through the daily experiences of the learners; therefore, the importance of all school staff in the development of social relationships is emphasised and the importance of a cohesive whole school staff approach to the RSE curriculum.
- RSE will be delivered through informal and formal teaching: staff will teach particular areas with the involvement of outside agencies when appropriate.
- Formal RSE teaching will be delivered in both science and PSHE lessons.
- Key areas of the curriculum;
 - Effective social relationships of all types
 - The diverse nature of relationships and families.
 - Knowing our own bodies; public and private
 - Keeping safe and understanding 'consent', including safety
 - The physical and emotional changes at puberty
 - Personal hygiene
 - Reproduction, conception, the impact of having a child
 - Sexual relationships and sexual health including the law

Our RSE scheme of work can be viewed on request via All Saints School Office.

Learning in RSE lessons will link to learning in Science, Philosophy and Ethics, and PSHE. Our lessons will be differentiated in order to fulfil the learning of all students and enable them to participate fully. Distancing techniques will be employed in some areas of the curriculum, often through drama, allowing students to discuss fictional characters and scenarios rather than discuss their own lives and experiences.

Evaluation and Assessment:

- Students will be given the opportunity throughout the units of work to reflect on and evaluate their learning – assessment opportunities are built in to every lesson, with assessment being individual to each child.
- The assessment tool used by teachers reflects progression and the individual levels of a learner. Monitoring is in place as a part of overall assessment at All Saints School to ensure each child is progressing at a meaningful rate.

Monitoring of curriculum delivery:

- The PSHE and RSE policy curriculum and delivery will be monitored in line with the Teaching and Learning Policy and will reflect any announcements or guidance from the Department for Education.
- The PSHE and FSE curriculum has been amended to be in line with the latest curriculum and UK government’s guidance. The materials and resources are continually being updated and therefore this policy should be reviewed in a year’s time in order to reflect on the impact of any changes.
- Staff delivering the RSE curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning, students work and training opportunities.

Comments on students’ learning and progress in RSE, as part of their learning in PSHE will be reported to parents in school reports and at parents’ evenings and upon request by parents/carers.

Core themes in Relationships, Sex and Health Education in Key Stages

Key Stage 1 - 2	Key Stage 3	Key Stage 4
Health and Wellbeing:	Health and Wellbeing	Health and Wellbeing
Healthy Lifestyles (physical wellbeing)	Self-concept	Self- concept
Mental Health	Mental health and emotional wellbeing	Mental health and emotional wellbeing
Ourselves, growing and changing	Healthy Lifestyles	Health-related decisions
Keeping safe	Drugs, alcohol and tobacco	Drugs, alcohol and tobacco
Drugs, alcohol and tobacco	Managing risk and personal safety	Managing risk and personal safety
	Puberty and sexual health	Sexual health and fertility
Relationships:	Relationships:	Relationships:
Families and close positive relationships	Positive relationships	Positive relationships
Friendships	Relationship values	Relationship values
Managing hurtful behaviour and bullying	Forming and maintaining respectful relationships	Forming and maintaining respectful relationships
Safe relationships	Consent	Consent
Respecting self and others	Contraception and parenthood	Contraception and parenthood
Online Safety	Bullying, abuse and discrimination	Bullying, abuse and discrimination
	Social influences	Social influences
	Online Safety	Online Safety

How All Saints School will deal with sexually explicit questions:

All Saints School will:

- Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually taking into account the Safeguarding Policy.
- Encourage learners to ask their parents/carers any questions outside the planned programme.

- Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Have designated adults that learners know of to go to if they wish to talk.

The acceptable and appropriate language to use in RSE lessons:

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and explain how some can be seen as offensive. Staff will use their judgement in discussion depending on understanding and maturity level of learners.

Specific ground rules specific to RSE that All Saints School will use:

- Respect will be shown at all times
- The creation and agreement of ground rules will be completed as a class at the beginning of RSE lessons, facilitated by the teacher.
- Safeguarding policy must be implemented.

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. In this instance, teachers will consult with the designated Safeguarding Lead and in their absence, one of their deputies.

Visitors and external agencies which support the delivery of RSE will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Reviewing the Policy:

This policy will be reviewed on an annual basis by the PSHE/RSE lead teacher. This will ensure that information is accurate and up-to-date and that the views of parents/carers, teachers, tutors and students are heard and considered regularly. At every review, the policy will be approved by the Advisory Board.

Appendix 1 Relationship and sex education curriculum map

Appendix 2: By the end of junior classes students should know

By the end of the senior classes should know

To be reviewed annually in September.

Appendix 1 KS2/3 PSHE Curriculum Map including RSE

Curriculum Map for PSHE Y3-9

Year/Unit	3/4	5/6	7	8	9
			Health and Wellbeing		
Autumn 1	Caring friendships Respectful relationships Learning to talk Recognising emotions of others	Mental well being Black history Month	Self-concept Mental Health & Mental Wellbeing Healthy lifestyles	Self-concept Mental Health & Mental Wellbeing Healthy lifestyles	Self-concept Mental Health & Mental Wellbeing Healthy lifestyles
Autumn 2	Online safety and relationships Writing an email Worry jars Conflict and resolution	Online safety and relationships	Drugs, alcohol and tobacco Managing risk and personal safety Puberty and sexual health	Drugs, alcohol and tobacco Managing risk and personal safety Puberty and sexual health	Drugs, alcohol and tobacco Managing risk and personal safety Puberty and sexual health
			Relationships		
Spring 1	Families and people who care for me Express yourself Looking after others in the community	Respecting rights Be Yourself	Positive Relationships Relationship values Forming and maintaining respectful relationships	Positive Relationships Relationship values Forming and maintaining respectful relationships	Positive Relationships Relationship values Forming and maintaining respectful relationships

Spring 2	Being me 1. ASD 2. ADHD 3. Dyslexia 4. PDA 5. Speech and Lang 6. Dyscalculia 7. Anxiety	Physical health and fitness Healthy Living Drugs, Alcohol and Tobacco	Consent Contraception and parenthood Bullying, abuse and discrimination Social influences	Consent Contraception and parenthood Bullying, abuse and discrimination Social influences	Consent Contraception and parenthood Bullying, abuse and discrimination Social influences
			Living in the wider world		
Summer 1	First Aid Being Safe Getting help 5 a day Being resilient	First Aid	Learning skills Choices and pathways Work and career	Learning skills Choices and pathways Work and career	Learning skills Choices and pathways Work and career
Summer 2	Changing adolescent body. Looking after myself Emotions Zones of regulation Coping with change	Changing adolescent body	Employment rights and responsibilities Financial choices Media literacy and digital resilience	Employment rights and responsibilities Financial choices Media literacy and digital resilience	Employment rights and responsibilities Financial choices Media literacy and digital resilience
ongoing	Physical health and fitness - sensory circuits and PE	Physical health and fitness - sensory circuits and PE	Physical health and fitness - sensory circuits and PE	Physical health and fitness - sensory circuits and PE	Physical health and fitness - sensory circuits and PE Healthy Eating - Catering

Appendix 2: By the end of primary school pupils should know

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none">· That families are important for children growing up because they can give love, security and stability· The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives· That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care· That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up· That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong· How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

<p>Caring friendships</p>	<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 · 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

<p>Online relationships</p>	<ul style="list-style-type: none"> · That people sometimes behave differently online, including by pretending to be someone they are not · That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous · The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them · How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met · How information and data is shared and used online
<p>Being safe</p>	<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

Appendix 3: 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

- 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

<p>Online and media</p>	<ul style="list-style-type: none"> · Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online · About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online · Not to provide material to others that they would not want shared further and not to share personal material which is sent to them · What to do and where to get support to report material or manage issues online · The impact of viewing harmful content · 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
<p>Being safe</p>	<ul style="list-style-type: none"> · The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, 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)