

RSE at All Saints School

Relationship and Sex Education.

The Principles

All pupils have a right to receive effective, inclusive and relevant RSE that directly meets their needs and is taught through accessible resources and non-judgemental approaches. Our curriculum has been designed to meet the needs of all our pupils, irrespective of their age, academic abilities, personal beliefs or lived experiences.

At a Junior level the focus is on relationships and health and at Secondary level sex education is included.

How have we planned it?

Followed DFE Guidance

Ms Jones and Mr Slater have attended the County led Boot Camp concerning the most recent changes to the RSE curriculum. Ms Jones attended the KS3/4 one and Mr Slater the KS2 one to ensure that our curriculum content and delivery are appropriate for the different ages of children.

All teachers of RSE use the County resources which have been developed by experts , we make adaptations to meet the needs of each group.

Mrs Dangerfield and Ms Paffett have both had vast experience of teaching and leading on PSHE in different schools and oversee the delivery of the PSHE curriculum which includes RSE.

Schemes of Learning

Our schemes of learning draw on evidence-based strategies (that have been researched carefully)

We take into account national legislation and guidance and deliver a spiral RSE programme from Year 3 to Year 11 that provides pupils with opportunities to develop their understanding of relationships and sex in a developmental way, building on prior learning relevant to each year group.

Structured learning activities encourage pupils to rehearse the skills that are required to apply their RSE safely in the real world, and opportunities for them to consider their own values, attitudes and opinions, as well as those of their peers, so they can thrive as individuals and productive members of society.

What Makes RSE teaching effective?

Realistic:

Pupils benefit from teaching strategies and resources that reflect accurate information.

Using strategies that could evoke shock, guilt or shame **does not** contribute to enabling pupils to make healthy choices for themselves.

We have planned activities that draw out relevant issues by asking pupils to self-identify their concerns relevant to each topic.

The deliberate minimal use of photographic resources enables pupils to engage in the materials without viewing them as dated or irrelevant to their faith, gender, culture, etc.

Relevant

Pupils need to be taught the information, skills and range of opinions on each topic **before** they are faced with a situation in which it is needed.

The 'too little, too late' approach to RSE fails the basic human rights of a young person, by leaving them vulnerable to abuse, more likely to engage in risk-taking behaviours, lacking in knowledge about the legal framework around sexual activity and consent, and living with questions, concerns or worries, but not knowing how to safely seek information and support.

Accessible

All pupils need to be able to engage fully with RSE lessons, irrespective of their academic abilities, preferred learning styles, lived experiences, faith, values and special educational needs (SEN).

We have made sure that our RSE lessons do not rely on literacy-based tasks, but contain a range of teaching strategies and are appropriately paced to ensure pupils have the opportunity to absorb and process information, and foster values and skills, whilst ensuring maximum progress is made.

Positive

Pupils do not benefit from an approach that teaches RSE with a focus on negative outcomes.

Whilst they need to have an awareness of the risks, an approach that talks **positively** about **healthy, fulfilling relationships** based on trust, respect and communication, will educate pupils to be more likely to delay first sexual encounters, as they will be better prepared and aware of the benefits of aspiring to enjoy healthy relationships, where sexual activity can be experienced as a fully consensual, empowering and pleasurable occurrence.

Non-judgemental

Effective RSE does not impose values, beliefs and opinions onto young people, but provides a safe space for them to explore and develop their own, whilst understanding those of their peers and respecting that these may differ from their own. We will encourage everyone to feel confident about their individual opinions of lifestyle choices.



Year group three

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.



Year group four

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors inc. family and personal identity.	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.



Year group five

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can anticipate how their emotions may change as they approach and move through puberty.	Pupils can anticipate how their body may change as they approach and move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.	Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.



Year group six

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.



Year seven

Puberty and reproduction: consolidation of KS2 learning

Gender identity and sexuality: difference between sex, gender and sexuality

Healthy relationships: features of a healthy relationship

Female genital mutilation (FGM): associated risks and its status as a criminal act

Recognising and responding to bullying and abuse: inc. online

Asking for help: developing the confidence and skills



Year eight

The HPV vaccine: the purpose and importance of immunisation

Relationships and attraction: recognising diversity in relationships

Sexuality and attraction: recognising diversity in sexuality

Marriage, forced marriage and the law: consent and sexual activity

Sexting: understanding the risks and consequences, inc. how to respond

Peer support: knowing when to break confidence for safety



Year nine

Self-esteem:
understanding
the impact
of changing
relationships

Sex and the
media, inc.
pornography
influences on
behaviour

Consent:
respecting
the right to
give, withhold
and withdraw
consent

Contraception:
an
introduction to
contraceptive
methods

STI's and
how to
prevent them:
rights and
responsibilities
to be healthy

Accessing
information,
advice and
guidance:
right to
confidentiality



Year ten

Body image, the media and cosmetic procedures: idealised and artificial body shapes

Gender identity and sexuality: Diversity in gender expression and sexuality within relationships

Healthy relationships: understanding consent within sexual activities

Readiness for sexual intimacy: communicating the right not to engage in sexual activities

Contraception: barrier methods to prevent STI transmission within a range of sexual activities

Pregnancy pathways: emergency contraception, abortion and the law



Year eleven

Testicular and breast examination: identifying and responding to cancer concerns

Sex in the media: the impact on sexual norms and ethics within sexual relationships

Healthy relationships: asserting a response to unhealthy and abusive relationships

Consent: recognising and understanding coercion and persuasion within relationships

Contraception: communicating and negotiating the effective use of contraception

Pregnancy pathways: exploring options for unintended teenage pregnancy and parenthood

Our policy

Any questions ?

What happens if you would like your child to be removed from RSE lessons ?

What happens if they have questions?