



# Relationships and Sex Education (RSE) Policy

<b>Status and Review Cycle</b>	Statutory / Annual
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# **RELATIONSHIPS AND SEX EDUCATION POLICY**

## **Rationale and ethos**

This policy covers the School's approach to Relationships and Sex Education (RSE) for pupils in Years 7 and 8. It was produced in consultation with the PSHEe co-ordinator, governing body and feedback from parents. The focus on teaching RSE is within the context of relationships with the aim to develop self-esteem, emotional well-being and the ability to form and maintain worthwhile and satisfying relationships. Pupils are given the information they need to help them develop healthy, nurturing relationships of all kinds and continue to build upon their understanding from relationships education from Reception to Year 6.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by providing teaching that is differentiated and accessible for all learners. Opportunities for overlearning and repetition of unfamiliar topics and language will be included where applicable.

## **Roles and responsibilities**

The RSE curriculum is taught by both class teachers and external agencies where appropriate. The schemes of work have been developed by the PSHEe co-ordinator in discussion with the teachers responsible for delivering RSE as part of the PSHEe curriculum.

This RSE policy will be monitored and implemented by the PSHEe Co-ordinator and it will be reviewed every two years or sooner, as appropriate.

The School recognises the role of the parent/carer as the main provider of RSE. The programme at school aims to build on the foundations already laid down at home. All parents/carers of children receiving RSE will be given the opportunity to attend sessions where content and methodology will be explained. Feedback at these sessions will aid the review of the RSE policy and programme. Parents will also have access to information regarding specific lessons and topics and when they are being taught.

The PSHEe Co-ordinator will ensure that all staff teaching RSE are comfortable with all the subjects being covered and will be given opportunities for training and support where needed.

## **Legislation (statutory regulations and guidance)**

We acknowledge that RSE is now statutory for all our secondary school aged pupils and that relationships education is statutory for all primary aged pupils. The RSE policy complements the School's values policy and is an integral part of the PSHEe curriculum. The RSE policy was written and informed by the following documents:

- Education Act (1996)

- Equality Act (2010)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)
- KCSIE (2022)

Parents still have the right to withdraw their children for aspects of sex education that are not a part of the science curriculum and this will be done through discussion with the Head, so that he can be made aware of the reasons and what provisions of alternative arrangements need to be planned. Parents will be made aware in advance of when these topics will be taught and what will be covered after pupils have completed their needs assessment.

### **Curriculum design**

Our RSE curriculum is an integral part of the PSHEe provision at the school and as such is covered in a variety of ways throughout the year. Aspects of RSE are taught within RE, PSHEe and science lessons.

As a prep school, we are conscious that not all aspects of the secondary RSE curriculum are appropriate for the age of the pupils at our school and due consideration has been given to this in the planning of the Year 7 and 8 schemes of work and in the needs assessments given in lessons. The PSHE co-ordinator is responsible for ensuring that all resources are up to date and high quality and will be reviewed regularly. The school is a member of the PSHE Association and all staff teaching RSE have access to the resources given the quality mark by the PSHE Association.

The curriculum overview in **Appendix 1** shows the topics that are covered in each year group, those topics which include elements of the RSE curriculum have been highlighted.

### **Safe and effective practice**

The RSE needs assessment, in accordance with the appropriate Key Stage of the National Curriculum, is carried out and analysed, providing a platform on which a number of lessons for each year group can be taught. RSE can be an emotive subject and it is important to ensure children are working in a healthy and safe environment where their integrity is protected, respected and valued. A vital part of the class ownership is based on creating a healthy environment using a working agreement with the children. The working agreement is known as 'Ground Rules'. The creation of this agreement is a result of a thorough discussion with the children prior to any RSE lessons. It will be continually referred to and includes consequences, such as warnings and exclusions from RSE, if the working agreement is compromised.

Due care and consideration is included in the planning of discussions regarding families, taking into account the different familial circumstances of the pupils in each class. Scenarios given in lessons will ensure that pupils are aware that families take many forms and pupils will be encouraged to understand that other families may have a different structure of support around them (e.g. looked after children, young carers, pupils not living with parents).

### **Safeguarding**

Teachers are required to consult with the Designated Safeguarding Lead (DSL) - and in his/her absence their deputy - should any safeguarding concerns arise during the delivery of the RSE curriculum. If a disclosure is made then the School's safeguarding policies would be followed.

The DSL will brief any external organisations to ensure they are familiar with our policies and expectations regarding correct practice and how to respond to issues that may relate to child

protection matters. Pupils may ask questions or seek information, which may be of a sensitive nature. These questions need not to be answered directly but may be addressed individually later, possibly after consultation with an appropriate member of staff

### **Engaging stakeholders**

The School recognises the statutory requirement to consult parents regarding the RSE policy. The policy is shared with parents to ensure that parents are aware of what is covered by the RSE curriculum and to give opportunity for parent feedback. The policy is available on the School's website and parents have access to additional supporting resources as signposted in the School's newsletter or by contacting the PSHEe co-ordinator.

### **Monitoring, reporting and evaluation**

The teaching of both PSHEe and RSE is based on continuous evaluation and monitoring through pupil assessment and reflection. The subjects are difficult to formally assess so a range of techniques such as self-review, reflection and teacher observation will be used throughout the year. Samples of work produced in both PSHEe and RSE lessons will be displayed where and when appropriate.

This PSHEe policy will be reviewed annually, or when appropriate, and implemented by the PSHEe co-ordinator and it will be monitored by the Deputy Head.

### **Appendix 1**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 8</b>
<b>Autumn 1</b>	HW-Fun times HW-Feelings	HW-What keeps me healthy?	HW- Strengths and Challenges HW-What helps me choose?	HW- What is important to me? HW-Making choices	HW- Physical health and wellbeing in the media HW- Identity, society and equality. Stereotypes, discrimination and prejudice	HW-Healthy minds WW-Keeping safe (out and about)	HW- goal setting/rights and responsibilities HW- Diet, exercise and making healthy choices	WW- Stereotyping, gender/racial/religious discrimination
<b>Autumn 2</b>	HW-Feelings HW/R- Feeling safe	HW- Medicines and me	HW-What helps me choose?	HW-Making choices HW/R- Mental health and mindfulness	HW- Identity, society and equality. Stereotypes, discrimination and prejudice R/WW- When things go wrong	WW-Keeping safe (out and about) WW-Keeping safe online	WW- Introduction to careers and raising aspirations	HW- First aid and personal safety HW-Alcohol and drug misuse/managing peer influence

<b>Spring 1</b>	R-Me and others	R-Indoors and Outdoors	R-Bullying- see it, say it, stop it	R- Healthy relationships	HW/R- Dealing with feelings	HW/R- Healthy relationships /how a baby is made (topic throughout the term based on initial needs assessment)	WW/HW- Study skills R-Diversity, prejudice and bullying/challenging stereotypes	WW- Barclays Bank money sense topic WW-Making financial decisions
<b>Spring 2</b>	HW-What do we put into and onto our bodies?	R-Friendships	R-Celebrating difference	R-Healthy relationships	HW-Different influences	HW/R- Healthy relationships /how a baby is made	R-Managing on and off line friendships HW- Drugs and alcohol	WW-Career options
<b>Summer 1</b>	WW-My money	R-Boys and girls, families	WW- Saving, spending and budgeting	WW-Keeping safe and managing risk	WW-Borrowing and earning money HW/R-Growing up and changing (topic throughout the term based on initial needs assessment)	WW-Human rights	WW-Making financial decisions WW-saving spending and budgeting	R- Online safety and digital literacy HW-Managing change and loss
<b>Summer 2</b>	WW- Citizenship and global issues	WW- Citizenship and global issues	HW-Tobacco is a drug	WW- Democracy	HW/R- Growing up and changing	WW-Human rights/Age appropriate content	R-RSE workshops R-Self esteem and romance (RSE topic throughout the term based on initial needs assessment)	HW-Mental health and emotional wellbeing R-RSE workshops (RSE topic throughout the term based on initial needs assessment)