Relationships and Sex Education (RSE)
Policy

Aims and Principles

St Paul's Cathedral School is a Christian, co-educational community which holds to the values of love, justice, tolerance, respect, honesty, service and trust in its life and practice, to promote positive relationships throughout the school community and where the safety, welfare and emotional well-being of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community, espouses the democratic process and encourages a close working relationship with parents and guardians.

RELATIONSHIPS AND SEX EDUCATION POLICY

Introduction

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education (Reception -Y6 at SPCS) and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education (Years 7-8 at SPCS).

This policy applies to our whole school including EYFS.

Aims of RSE at SPSC

The overriding aim of Relationships and Sex Education (RSE) at St Paul's Cathedral School is to equip our students with the knowledge and skills to allow them to navigate their transition to adulthood safely and with confidence. We will endeavour to make sure that our young people are confident in their understanding of their own bodies, and are equipped to develop strong and healthy relationships with others.

We aim to foster pupil wellbeing and develop the resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is:
- pupils' ability to believe that they can achieve goals, both academic and personal;
- their ability to stick to tasks that will help them achieve those goals;
- their capacity to recover from knocks and challenging periods in their lives,
- their development of personal attributes including kindness, integrity, generosity, and honesty.

High quality, evidence-based and age-appropriate teaching of RSE can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They also enable us to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Relationships and Sex Education will be taught by the Heads of PSHE and Reception Teachers as part of our PSHE Education alongside the National Curriculum for Science.

We recognise the importance of home-school partnership in this important area of personal development.

We ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Sex and Relationships Education will:

- be developmental and be appropriate to the age and stage of the child.
- put forward factual knowledge and encourage the exploration of facts.
- examine opinions and concepts and encourage discussion.
- encourage awareness, respect and responsibility for oneself and others.

- emphasise that love forms the basis of good, stable relationships.

Relationships education will be taught to all students. Sex education will be taught only from Y6 onwards, but adjacent health topics (e.g. puberty) will be taught from Year 4 onwards.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.)

We take care to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Legislation, Guidance and relationship with other school policies

The SPCS RSE Policy should be read in conjunction with the following:
- Education Act (2011)
- Learning and Skills Act (2000)
- Educations and Inspections Act (2006)
- Education and Skills Act (2008)
- Equality Act (2010)
- Education (Independent School Standards) Regulations 2014 (ISSRs)
- Children and Families Act (2014)
- Boarding schools: national minimum standards (Department for Education (DfE) (September 2022)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers; (June 2019)

- Keeping Children Safe in Education (KCSIE, September 2024)
- Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, July 2018);
- Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018)
- Teaching about relationships, sex and health (DfE September 2020)
- Early years foundation stage statutory framework for group and school-based providers (DfE January 2024)
- SEND Code of Practice: 0-25 years (Statutory, January 2015)

The statutory guidance outlines how RSE should be delivered and "what pupils should know" by the end of their time at primary and secondary school. This policy and our RSE lessons are in accordance with this statutory guidance and the learning outcomes can be found in this policy.

Other relevant SPCS Policies to read alongside the RSE Policy:

- Curriculum Policy
- Good Behaviour Policy
- Boarding Principles
- Code of Conduct
- Anti-bullying Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- SEN and Learning Difficulties Policy
- Disability Policy

What is Relationships and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Relationships and Sex Education has three main elements.

1. **Attitudes and values:**
   - learning the importance of values and moral considerations
   - learning the value of family life, marriage and stable relationships
   - learning the value of love, respect and care.

2. **Personal and social skills:**
   - learning to manage emotions and relationships confidently and sensitively
   - developing empathy and self-respect
   - learning to make choices without prejudice
   - appreciating the consequences of choices made
   - managing conflict
   - recognising and avoiding exploitation and abuse.

3.   **Knowledge and understanding:**
   - understanding human sexuality, reproduction, sexual health, emotions and relationships.

Aims and Objectives of Relationships and Sex Education at SPCS

- To enable children to know how and where to access appropriate advice and information
- To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To foster the ability to manage relationships in a responsible and healthy manner.
- To promote the value of loving relationships and of family life.
- To recognise that marriage is an important, but not exclusive, context for family life.
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about their developing sexuality.

This policy should be read in conjunction with the following school Policies.
- Equality Diversion and Inclusion
- Health and Safety
- Safeguarding (Child Protection)
- Curriculum
- Good Behaviour
- Anti-Bullying

Roles and Responsibilities
Governors
As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:
- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The Head is responsible for
- Taking positive action to build a culture where everyday sexism, misogyny, homophobia and gender stereotypes are not tolerated, and any occurrences are identified and tackled.
- Ensuring Governors are consulted and briefed on the teaching of RSE in school.
- Liaising with parents, particularly in the case of withdrawal from sex education
- Ensuring the policy is reviewed regularly.

The Deputy Head Academic, Alison Wright, is responsible for
- Ensuring that the RSE Policy is implemented.
- Ensuring that the Head is appropriately briefed on RSE teaching and learning.
- Disseminating information to staff.
- Responding to individual problems experienced by children, referring to the DSL and enlisting external agency support if appropriate.
- Ensuring that staff receive appropriate training to teach RSE.
- Overseeing any queries related to this policy.

The **Heads of PSHE, Anne Harrison, Katie Jones and Amy Waterhouse,** have delegated responsibility for the running of the Relationships and Sex Education programme, including:
- Reviewing and updating the RSE Policy.
- Day to day implementation of the RSE Policy.
- Selecting the curriculum.
- Ensuring that appropriate materials and resources are available to RSE teachers.
- Providing training to teachers of RSE.
- Attending regular training on RSE.
- Supporting class teachers and the school nurse with planning and teaching RSE where appropriate.
- Ensuring the overall quality of RSE teaching.
- Working closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in subjects such as science, ICT and PE.
- Liaising as necessary with staff including the Head of Early Years, Head of Pre-prep, Deputy Head Academic, School Nurse and DSL.

PSHE Teachers are responsible for
- Modelling positive behaviours.
- Preparing planning to include Relationships and Sex Education in the Curriculum.
- Building on the knowledge pupils have previously acquired, including in other subjects.
- Providing regular feedback on pupil progress.
- Planning lessons to ensure that pupils of differing abilities, including the most able, are suitably challenged.
- Undertaking training suitable to their role.
- Using assessment to identify where pupils need extra support or intervention.

The School Nurse/First Aid specialists are responsible for
- Liaising with the Head of PSHE.
- Giving support to staff and pupils throughout the school, when appropriate.

Equality
Consistent with our Equality Diversion and Inclusion Policy and our commitment to our duties under the Equality Act (2010), SPCS does not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, or sexual orientation (collectively known as the protected characteristics). We make reasonable adjustments to alleviate disadvantage.

Pupils with special educational needs and disabilities (SEND)

RSE needs to be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. Personalised, high quality teaching will be the starting point to ensure accessibility.

At SPCS we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. Our SENCO provides advice on the specific needs of pupils to all teachers.

Lesbian, Gay, Bisexual and Transgender (LGBTQ+)

In teaching Relationships Education and RSE, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

We comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

When teaching LGBTQ+ content, we ensure that this content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. All pupils are taught LGBTQ+ content at a timely point as part of this area of the curriculum.

School Culture

SPCS expects staff to maintain awareness of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and to take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

We make our pupils aware that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously.

We seek to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic. We do this not only through our teaching of RSE but as part of a whole-school approach.

An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults. Staff have an important role to play in modelling positive behaviours and in celebrating examples of positive community behaviour.

Organisation and planning of RSE teaching

Who teaches RSE?

The Heads of PSHE: Anne Harrison (Year 1 and 2), Amy Waterhouse (Year 3 and 4), Katie Jones (Year 5 to Year 8), and the Reception class teachers Danielle Trollope and Ana Sosa Lama.

What is taught?

Reception Relationships Education (Early Years Foundation Stage)

Relationships Education for our Reception Year is embedded in the seven areas of learning in the Early Years Foundation Stage Framework and is at the heart of all Reception learning. The areas which focus specifically on relationships, and the foundational skills for successful relationships, are highlighted below for **Personal Social and Emotional** Development and also the areas of **Communication and Language** and **Understanding the World**.

The chart below sets out the key topics and activities that form the core of our Relationships Education for the Reception year, in relation to the relevant Early Years Goals.

Personal Social Emotional Development
EYFS: Extracts from Relevant Early Learning Goals:
ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.   - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.   - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.   **ELG: Managing Self** Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.   - Explain the reasons for rules, know right from wrong and try to behave accordingly.   **ELG:** **Relationships** Children at the expected level of development will: - Work and play cooperatively and take turns with others.   - Form positive attachments to adults and friendships with peers.   - Show sensitivity to their own and to others' needs.

SPCS Programme – extract showing relevant topics and focus areas

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me in My World Who am I and how do I fit?' To share their likes and dislikes (valuable individual) To identify something	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique To play collaboratively with peers with the support of an adult	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this To identify actions they can do to look after somewhere important to	To understand it's important to take turns within a game To build a toolbox of strategies to help build self regulation	Relationships Building positive, healthy relationships To use toolbox when needing to regulate	Changing Me Coping positively with change Healthy Schools Week/Sports Day NSPCC Pants Workshops Speak out, stay safe See themselves as a valuable

special about their peer To identify how they are feeling - Zones of regulation To build a class charter together	Enjoy finding out about another culture To identify how their actions make someone else feel	them (valuable individual) To play collaboratively with peers To develop skills of co-regulation with the support of an adult			individual- Transition passport Build constructive and respectful relationships Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge Identify and modify their own feelings socially and emotionally Think about the perspectives of others

Understanding the World
EYFS: Extracts from Relevant Early Learning Goals:
ELG: Past and Present Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society. **ELG: People, Culture and Communities Children at the expected level of development will:** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
SPCS Programme – extract showing relevant topics and focus areas

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Talk about members of their own family and their community Name and describe familiar people to them	Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs	Knowing similarities and differences between different religious and cultural communities in this country -	Compare and contrast characters from stories, including figures from the past.	Talk about the lives of people around them and their role in society - link to gardeners, garden centres.	Similarities and differences between different religious and cultural communities in this country - link to interfaith day.

Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways	and celebrate special times in different ways – Diwali Know about similarities and differences between religious and cultural communities in this country.	Chinese New Year	Discussing 'space' job roles.		

Communication and Language
EYFS: Extracts from Relevant Early Learning Goals:

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

SPCS Programme – extract showing relevant topics and focus areas

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Follow an instruction given by the adult in relation to the routine of the day Learn new vocabulary through topic including fiction, non-fiction text and own interests Use new vocabulary within	Engage in story time sharing, make comments related to story Follow an instruction given by the adult in relation to the routine of the day Learn new vocabulary through topic including	Follow a 2-part instruction e.g. go and get your bag and sit on the carpet Use new vocabulary within purposeful interactions Use talk to participate in discussions Use talk to organise thinking Use talk to problem solve with one peer	Follow the key routines of the day with a familiar prompt Use new vocabulary within purposeful interactions Use talk to describe an event/or explain how things work and organise thinking Use talk to problem solve	Explain why they need to listen and how it supports their learning Use new vocabulary within purposeful interactions Use talk when explaining a process/how things work Use talk to negotiate when faced with a problem	Understand how to listen carefully and why listening is important Use new vocabulary within purposeful interactions Use talk to help work out problems and organise thinking and activities and to explain how things work and how they might happen

purposeful interactions Use talk to describe personal events Use talk to describe a problem Develop social phrases such as "hello, goodbye", learn adults and peers names within class	fiction, non-fiction text and own interests Use talk to describe personal events Use talk to describe a problem Develop social phrases such as "hello, goodbye", learn adults' and peers' names within class	Develop social phrases such as "Can I have? or would you like?" Use with independence	within a small group Develop social phrases such as "How are you?" Use with independence	Develop social phrases such as "enjoy your lunch" Use with independence	Develop social phrases such as "can I help you?" Use with independence

Years 1 - 6

In Year 1 - 6 pupils follow the SCARF (Safety, Caring, Achievement, Resilience, Friendship) curriculum as provided by Coram Life Education, and use SCARF resources and lesson plans which may be adapted as the teacher deems appropriate.

Relationships Education

Relationships Education is taught in accordance with this framework and the DfE topics and end of primary statements so that by the end of primary school (Year 6) pupils should know:

Families and people who care for me (FPC)	1. that families are important for children growing up because they can give love, security and stability. 2. 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. 3. 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. 4. 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. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships (CF)	1. how important friendships are in making us feel happy and secure, and how people choose and make friends.

	2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. 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. 5. 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.
Respectful relationships (RR)	1. 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. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. 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. 6. 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. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. 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. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.
Being safe (BS)	1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. 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. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

	4.how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
	5.how to recognise and report feelings of being unsafe or feeling bad about any adult.
	6.how to ask for advice or help for themselves or others, and to keep trying until they are heard.
	7.how to report concerns or abuse, and the vocabulary and confidence needed to do so.
	8.where to get advice e.g. family, school and/or other sources.

Sex Education

Sex education is taught in Year 6 and covers the following learning objectives:

- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.

Adjacent Health Topics

There are a number of health topics that are not considered part of RSE but are connected with RSE. These include puberty and FGM. (Topics are subject to change in accordance with new RSE guidance.) At SPCS, these are not taught until Year 4 and are flexible in response to the character and needs of each cohort. The relevant learning objectives are as follows.

Year 4

- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;

Year 5

- Understand and explain why puberty happens.
- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.
- Understand that periods are a normal part of puberty for girls;
- Identify some of the ways they can cope better with periods.
- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.

Year 6

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- Explain what happens when an egg doesn't meet a sperm;
- Recognise that babies come from the joining of an egg and sperm;
- Understand what FGM is and that it is an illegal practice in this country;
- Know where someone could get support if they were concerned about their own or another person's safety.

Year 7 and 8

Year 7 follow the PSHE Association Programme of Study (KS3). Below are the key RSE references from that programme of study, which is available [here](#).[1]

Year 7
Relationships Education
- R2. indicators of positive, healthy relationships and unhealthy relationships, including online
- R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
- R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships
- R13. how to safely and responsibly form, maintain and manage positive relationships, including online
- R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
- R15. to further develop and rehearse the skills of team working
- R16. to further develop the skills of active listening, clear communication, negotiation and compromise
- R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
- R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
- R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
- R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Sex Education
- R9. to clarify and develop personal values in friendships, love and sexual relationships
- R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances

Adjacent Health Topics
- H22. the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM
- H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

Year 8
Relationships Education
- R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
- R4. the difference between biological sex, gender identity and sexual orientation
- R10. the importance of trust in relationships and the behaviours that can undermine or build trust
- R16. to further develop the skills of active listening, clear communication, negotiation and compromise

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[1] https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning

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- R30. how to manage any request or pressure to share an image of themselves or others, and how to get help
- R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
- R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
- R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
- R42. to recognise peer influence and to develop strategies for managing it, including online
- R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
- R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

Sex Education
- R5. to recognise that sexual attraction and sexuality are diverse
- R18. to manage the strong feelings that relationships can cause (including sexual attraction)
- R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
- R25. about the law relating to sexual consent
- R26. how to seek, give, not give and withdraw consent (in all contexts, including online)
- R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected
- R29. the impact of sharing sexual images of others without consent
- R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships

Adjacent Health Topics
- H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)
- H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

Methodology and Approach

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which takes into account different faith views and avoids negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively, set within a general context and answered in a manner appropriate for the age of the children.

Teaching staff will receive RSE training as required to enable them to support children with their individual needs, and be supported as necessary by the Heads of PSHE and the Senior Leadership Team.

The Designated Safeguarding Lead (DSL) or a Deputy DSL will be involved in decision-making over anything safeguarding-related in the context of these subjects. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any particular local issues which it may be appropriate to address in lessons.

Ground rules should always be used, especially when dealing with sensitive issues. These may vary in language and content from class to class, in order to facilitate pupil engagement, but should be written in accordance with the following principles:

- Establish a safe learning environment.
- Teachers should not enter into discussions about personal issues and lifestyles. Use of 'distancing' techniques.
- No one (child or adult) has to answer a personal question
- Nobody is forced to take part in discussion.
- In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.
- Meanings of words are explained in a sensible and factual way.
- Pupils can excuse themselves from the lesson if they need to do so.
- Pupils are encouraged to illustrate using generic language, e.g. 'when people use offensive language' (instead of using the offensive language).

SCARF/PSHE Association-approved resources and any teacher-produced resources will be made available for parents to review on request.

Flexibility is important as it allows us to respond to local public health and community issues, meet the needs of our community and adapt materials and programmes to meet the needs of pupils and ensure our programme is relevant.

Assessment
We have the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.
Whilst there is no formal examined assessment for these subjects, assessments including tests, written assignments or self-evaluations, capture progress.

Monitoring
Topics are reviewed through schemes of work and medium-term plans. Staff and Governors will review the Relationship and Sex Education Policy at least every two years. Parents will be invited to comment prior to each review. The next review will take place in the Summer Term 2025.

Specific Issues

Organisation of lessons
Classes are generally mixed gender, but may be separated or combined if appropriate. This decision to teach a topic separately will only be taken by the Deputy Head, after discussion with the wider pastoral team and the Heads of PSHE and will be recorded.

Child Protection
RSE lessons provide children an opportunity to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children are made aware of how to raise their concerns or make a report and how any report will be handled, including processes when they have a concern about a friend or peer.

Withdrawal rights and procedure

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

They do not have the right to withdraw from relationships education or any other part of the PSHE curriculum, or from human reproduction as taught through the National Curriculum for Science.

If a parent wishes to withdraw their child from some or all aspects of sex education taught through PSHE, they should arrange a meeting with the Head to discuss their decision. They will then be provided with a withdrawal form identifying which areas they may be withdrawn from.

The Head will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The Head will discuss with parents 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 classes, rather than what was directly said by the teacher, noting that the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead. The school encourages parents who have withdrawn children to teach the sex education material to the child themselves.

This process also applies for children with SEND; there may be exceptional circumstances where the Head may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child.

In the event of such a withdrawal, the child will spend relevant lessons covering other PSHE topics in greater depth and will not be permitted to use this time for any other subject. A copy of the withdrawal form will be kept on the pupil's file, including any relevant correspondence or notes of discussions.

Complaints Procedure

If a parent or guardian has any cause for concern about the RSE Policy, they should use the Parent Complaints Procedure, which can be found on our website.

Procedures for the Involvement of Health Professionals and Visitors

Visiting Health Professionals are involved in the implementation of the Sex Education Policy only after detailed consultation concerning lesson content and method of teaching. The class teacher remains in the lesson throughout. All visitors must abide by the school's Safeguarding Policy.

In advance of the session the visiting speaker must agree with the Heads of PSHE or Designated Safeguarding Lead how a safeguarding report should be dealt with by the external visitor. It is important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

The Law

It is important for our young people, at the right stage in their development, to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships.

There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils are made aware of the relevant legal provisions when relevant topics are being taught, including for example:
- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Working with Parents
We seek to work in partnership with parents through consultation and support. Parents play a vital role in teaching children about relationships and sex, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing and preparing them for the challenges and responsibilities that sexual maturity brings.

The school provides support to parents in a range of ways, including talking with the children about their feelings and relationships and answering questions about healthy relationships, reproduction and sexual health. Webinars or in-person sessions are held at least annually to support parents with challenging topics and to ensure that parent consultation informs reviews of this policy. The School Nurse, Heads of PHSE and Designated Safeguarding Lead will be happy to meet with any parent or pupil who has a question, comment or concern.

We provide a paper copy of this policy free of charge via the school office on request during business hours and it is published on the school website. Any questions about this policy should be directed to the Deputy Head Academic.

Version control

Date of review of this policy	11.12.24
Date by which next Parent Consultation and Full Governing Body review of this policy will have been completed	Summer Term 2025
Policy owner	Deputy Head Academic, Alison Wright

Relationships and Sex Education Policy (School Ref 20)
Deputy Head Academic, Autumn Term 2024