

RSE Policy



2020 – 2021

Academic Year	Designated PSHCE Leaders	Nominated Governor
2019 – 2020	Vita Parvin/Lucie Allison	Annie McNeile
2020 – 2021	Ann-Marie Martin/Lucie Allison	Annie McNeile
2021 – 2022		

Contents

1. Introduction
2. Aims
3. The Unicorn School's RSE Morals and Values Framework
4. Misunderstandings about RSE
5. OFSTED and Statutory Requirements
6. Definition
7. Delivery of RSE
8. How is RSE monitored and Evaluated?
9. Roles and Responsibilities
10. Parents' Right to Withdraw
11. Training
12. Appendices

1. 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, makes relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Personal, Social, Health, Citizenship Education (PSHCE) continues to be compulsory in independent schools.

In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that topics that are included in the core content are appropriately handled. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are among the protected characteristics. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

We believe that promoting the health and well-being of our children and young people is an important part of their overall education. We do this through our Personal, Social and Health and Citizenship Education (PSHCE) module. This looks at many topics including different types of relationships, understanding and building healthy relationships, physical/emotional/mental health, safety online, factual knowledge (set within the context of relationships) and living in the wider world. The aim of the PSHCE course is to help our students make safe and informed decisions during their school years and beyond.

Relationship and Sex Education (RSE) is an important part of the PSHCE course. We teach lessons about RSE throughout the school and as the students progress through the school, include such topics as abstinence, contraception and decision making, relationships and communication skills, prevention of sexual abuse, body image and being assertive.

Some parts of RSE are compulsory – these are part of the National Curriculum for Science. Parents can withdraw their children from all other parts of RSE if they wish to do so; however, we believe that the presentation of sexual images in social and other media today's society make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many students will discuss such issues with each other outside of the classroom – so rather than hear about the content second hand, we hope all students will have the opportunity to take

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

part in our carefully planned lessons.

2. AIMS

Depending on the age of the students and the lessons in their particular year group, we want Relationships and Sex Education at the Unicorn School to:

- *Develop the confidence to talk, listen and think about their feelings and relationships*
- *Develop friendship/relationship skills*
- *Develop positive attitudes, values and self-esteem*
- *Provide knowledge and understanding about puberty and the changes that will take place*
- *Provide knowledge and understanding about reproduction and sexuality*
- *Address concerns and correct misunderstandings that students may have gained from the media and their peers*
- *Develop skills to help students protect themselves against unwanted sexual experience*
- *Know where and how to seek help*

We feel that it is of the utmost importance to ensure that we follow the guidelines set out by the government including the decision to make RSE mandatory and the requirement for schools to publish a clear statement of policy and content.

The aims of Relationships and Sex Education (RSE) at the Unicorn School are to ensure that the students learn about:

- *Different types of relationships, including friendships, family relationships, intimate relationships and dealing with strangers*
- *How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent and how to manage conflict*
- *How to recognise unhealthy relationships*
- *Factual knowledge around sex, sexual health and sexuality, set firmly within the context of healthy relationships.*

The aims above are in line with the core expectations that we promote to all students at the Unicorn School: maintain a positive attitude, show respect for everyone and display high levels of commitment.

In teaching RSE at the Unicorn School, we ensure that the needs of all of our students

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

are appropriately met and that all of our students understand the importance of equality and respect.

3. THE UNICORN SCHOOL'S RSE MORALS AND VALUES FRAMEWORK

RSE follows the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of the students, parents/carers and other members of the school community. RSE will be delivered within the school's agreed equal opportunities framework.

RSE will support the importance of marriage and stable relationships, for family life and bringing up children. Care is taken to ensure that there is no stigmatisation of children based on their different home circumstances.

Students will be encouraged to understand that thinking about morals and values also includes:

- *Respect for self and others*
- *Commitment, trust and love within relationships*
- *Understanding diversity regarding religion, culture and sexual orientation*
- *Honesty with self and others*
- *Self-awareness*
- *Exploration of rights, duties and responsibilities*

4. MISUNDERSTANDINGS ABOUT RSE

There is some concern that RSE in school might promote sexual activity or cause confusion about an individual's sexuality. The research on quality RSE points to a more positive outlook: 87 programmes from many countries were examined by UNESCO in 2009; this led to the conclusion that if RSE has an effect it is a positive one: "*Sexuality education can lead to later and more responsible sexual behaviour or may have no discernible impact on sexual behaviour*".

In the UK the research is even more positive; analysis by the National Survey of Sexual Attitudes and Lifestyles team over several years consistently shows that men and women who said that lessons at school were their main source of information about sex were more likely to have started having sex at a later age than those for whom parents or other sources were their main sources. Schools have an important role to play in RSE.

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

5. STATUTORY REQUIREMENTS

Under the 'Policy Statement: relationships education, relationships and sex education and personal, social, health and economic education', RSE becomes statutory in all schools from September 2020.

Secondary schools must have regard to guidance issued by the Secretary of State as outlined in Section 403 of the education Act 1996.

The OFSTED/ISI framework expects that PSHCE and the RSE taught within it, are subject to the same expectations as the rest of the curriculum in schools. Due to the nature of the new 'Personal Development, Behaviour and Welfare' judgement and its inherent link to what is taught in PSHCE, RSE will become a significant part of meeting the new OFSTED requirements.

The updated four key judgments are:

- *Quality of teaching, learning and assessment*
- *Personal development, behaviour and welfare*
- *Outcomes for students*
- *Effectiveness of leadership and management*

If OFSTED concludes that any one of these key judgements is inadequate, and if there are serious weaknesses in young people's spiritual, moral, social and cultural development, the school's overall effectiveness will be deemed inadequate.

Note that for the new key judgement of Personal Development, Behaviour and Welfare:

- Inspectors will make clear written judgement about 'Behaviour' separate to clear written judgement about 'Personal Development, Behaviour and Welfare'
- Where there is difference in these judgments, the lower of the two will determine the overall judgement for Personal Development, Behaviour and Welfare

OFSTED makes reference to "a planned programme of lessons" delivered in a "carefully sequenced way" (p7) and that "a strong curriculum will build on the knowledge pupils have previously acquired". (p33) whilst schools should have the same high expectations of the quality of pupils' work" as for other curriculum areas. There is a clear message that these areas should be properly "resourced, staffed and timetabled" (p12) with a

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

dedicated 'subject lead' (p31) not just replaced by a series of visiting speakers (p 14) or isolated interventions.

What aspects of RSE are compulsory?

The Sex Education contained in National Curriculum Science (Key Stages 1 – 4) is compulsory; it is also compulsory for students to have sex education that includes information about HIV and AIDS and other sexually transmitted diseases.

Students should learn 'how a baby is conceived and born' before they leave primary school.

The guidance states that secondary schools should:

- *Teach about relationships, love and care and the responsibilities of parenthood as well as sex*
- *Ensure young people understand how the law applies to sexual relationships*
- *Link RSE with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol*
- *Provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and information*

6. DEFINITION

RSE is about the emotional, social and cultural development of students and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

7. DELIVERY OF RSE AT THE UNICORN SCHOOL

PRIMARY: All children will have an education that covers *Health and Relationships*. The focus in primary school is 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. From the beginning of primary school, building on education, children at the Unicorn School will be taught

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

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 introduction of teaching about consent, which will be built upon further when our students move into Year 7 and secondary school.

The principles of positive relationships also apply online as, by the end of primary school, most of our children will be using the internet.

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

SECONDARY: All of our students at the Unicorn School will have an education that covers *Relationships and Sex*. The aim of RSE is to give our young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE teaches our young people to understand human sexuality and respect themselves and others; it enables our students to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Knowledge about safer sex and sexual health remains important to ensure that our students are equipped to make safe, informed and healthy choices as they progress through the Unicorn School and into their adult lives.

Relationships and RSE will be age appropriate, building knowledge and life skills over time in a way that prepares the students for issues they will soon face. They will likely focus on:

- **Different types of relationships**, including friendships, family relationships, dealing with strangers and, at secondary level, intimate relationships
- How to recognise, understand and build **healthy relationships**, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict; also how to recognise unhealthy relationships
- How relationships may **affect health and wellbeing, including mental health**
- Healthy relationships and **safety online**

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

- Factual knowledge, at secondary level, around **sex, sexual health and sexuality**, set firmly within the context of relationships.

We implement a balanced curriculum incorporating any changes and reforms, resulting in improved notions of mutual respect, empathy and self-confidence.

We provide an extensive and diverse RSE programme to all KS3 and 4 students covering a range of important topics, such as body image, sex and sexuality, homosexuality and e-safety.

We ensure that we embed lessons of consent and peer pressure into the curriculum and consider the teaching of concepts such as sexual exploitation, domestic abuse and the influence of media on relationships.

The PSHCE lessons, within which RSE is embedded, is delivered in one-hour, weekly lessons; at the Unicorn School, we use the JIGSAW scheme of work which encompasses all aspects of RSE.

OFSTED (2013) states that in over a third of primary and secondary schools that they inspected, the teaching of RSE was "Not yet good enough: personal, social, health and economic education in schools". In primary schools this was because too much emphasis was placed on friendships and relationships, leaving children ill-prepared for physical changes during puberty, which many begin to experience before they reach secondary school. In secondary schools the tendency was too much emphasis placed on "the mechanics of reproduction and too little on relationships, sexuality, the influence of pornography on students' understanding of healthy sexual relationships, dealing with emotions and staying safe".

THE LAW

There are many different legal provisions whose purpose it is to protect young people and to ensure that young people take responsibility for their actions. We ensure that we make our students aware of the relevant legal provisions when relevant topics are being taught, including:

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing
- Pornography
- Abortion
- Sexuality

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation
- Hate crime
- Female genital mutilation (FGM)

CURRICULUM

KEY STAGE 2

Year 3 Programme:

AUTUMN

Being in My World,

Celebrating Differences

SPRING

Dreams and Goals – Careers,

Healthy Me (incl. attitudes towards drugs, respect for myself and others, healthy and safe choices)

SUMMER

Relationships (incl. family roles and responsibilities, friendship and negotiation, keeping safe online, being aware of how choices affect others)

Changing Me (incl. how babies grow, understanding a baby's needs, outside body changes, inside body changes, family stereotypes)

Year 4 Programme:

AUTUMN

Being in My World

Celebrating Differences

SPRING

Dreams and Goals – Careers

Healthy Me (incl. healthier friendships, group dynamics, alcohol, assertiveness, peer pressure, celebrating inner strength)

SUMMER

Relationships (incl. jealousy, love and loss, girlfriends and boyfriends)

Changing Me (incl. being unique, having a baby, girls and puberty, confidence in change, accepting change)

Year 5 Programme:

AUTUMN

Being in My World

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

Celebrating Differences

SPRING

Dreams and Goals – Careers

Healthy Me (incl. alcohol, alcohol and anti-social behaviour, body image, relationships with food, healthy choices, motivation and behaviour)

SUMMER

Relationships (incl. self-recognition and self-worth, building self-esteem, safer online communities, rights and responsibilities online, dangers of online grooming, SMARRT internet safety rules)

Changing Me (incl. self- and body image, influence of online and media on body image, puberty for girls, puberty for boys, conception – including IVF – growing responsibility, coping with change)

Year 6 Programme:

AUTUMN

Being in My World

Celebrating Differences

SPRING

Dreams and Goals – Careers

Healthy Me (incl. taking personal responsibility, how substances affect the body, exploitation, including county lines, gang culture, emotional and mental health, managing stress)

SUMMER

Relationships (incl. mental health, identifying mental health worries and sources of support, love and loss, managing feelings, power and conflict, assertiveness, technology safety, taking responsibility with technology use)

Changing Me (incl. self-image, body image, puberty and feelings, conception to birth, reflections about change, physical attraction, respect and consent, boyfriends and girlfriends, sexting, menstruation)

KEY STAGE 3

Year 7 Programme:

AUTUMN

Being in My World

Self-identity, roles and responsibilities, personal strengths, independence, influences, peer pressure, maintaining positive relationships with people different to ourselves, online identity and relationships

Celebrating Differences

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

Protected characteristics: sex, sexual orientation, gender reassignment; challenging prejudice and discrimination, roles in society, role of a bystander, stereotypes, bullying, assertiveness, relationship skills

SPRING

Dreams and Goals – Careers

Identifying personal dreams and goals, skills for the 21st century workplace, steps to achievement, managing set-backs, responsible choices and keeping safe, (eg, knife crime, gangs), motivation and rewards, self-monitoring and self-evaluation, coercion and exploitation, drugs and alcohol

Healthy Me

Recognising and describing emotions, strategies for positivity, managing stress, physical and emotional health, taking responsibility for health, substances and their effects, nutrition, vaccinations, sleep hygiene

SUMMER

Relationships

Components of positive relationships, social groups, values and qualities in healthy relationships, relationship change, discernment, media portrayal of relationships, assertiveness, family changes (includes: separation, divorce and bereavement), sexting, rights and responsibilities, including consent

Changing Me

Puberty and body development, menstruation, conception and childbirth, choices with pregnancy (IVF, surrogacy, contraception), different types of parenting and families, self and self-image, changing circumstances, rights and responsibilities, brain development, emotional changes in adolescence, mood changes, transition to Year 8

Year 8 Programme:

AUTUMN

Being Me in My World

How have I changed, planning for the year ahead, what does family mean, different types of committed stable relationships, family influence, stereotyping (in families), changing identity, cultural diversity, faiths and beliefs, understanding myself and others

Celebrating Difference

Recognising similarities, prejudice and discrimination, protected characteristics, race and religion, social injustice and inequality, hate crimes, making a positive contribution to the community, social mobility, making a difference and links to well-being, blood and organ donation

SPRING

Dreams and Goals – Careers

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

Empowering students to plan and manage their own futures, resilience, online footprint, debt, understanding that students can use their skills in different settings, building up students' concept of different types of work, the realities of the labour market, the needs of each learner, equality of opportunity and challenge stereotypes, planning and reviewing goals and priorities, different types of businesses and organisations, budgeting, positive/negative role of money in society, gambling, including links to mental health

Healthy Me

Taking personal responsibility for health, stress triggers, managing stress, substances and their effects, drug supply and possession, county lines/exploitation/gang culture, roles of medicines and vaccines, dental health

SUMMER

Relationships/Changing Me - RSE

Staying healthy, safe and loving relationships, peer pressure and influence, HIV/AIDS – the facts; distinguishing between fact and myth, the risks of unprotected sex and pregnancy, parenthood and responsibilities, social media, relationship skills, components of positive relationships, personal space, media influence, managing change, coping with challenge, taking responsibility for change, transition to Year 9

KEY STAGE 4

Year 9 Programme:

AUTUMN

Being Me in My World

Personal identity and intimate relationships, peer approval, social media, self-identity, perceptions/misperceptions: eg, sexual exploitation, grooming risk within sexual relationships, consent, risky experimentation

Celebrating Difference

Sexism and homophobia, perception of others, positive and negative language, banter and verbal bullying, types of bullying, recognising prejudice, stereotyping

SPRING

Dreams and Goals – Careers

Reflecting on personal strengths and interests, identifying strengths, SMART planning, managing criticism and feedback, legislation and young people at work, better communities and societies, tools for developing new skills, positive lifestyle choices, sleep hygiene

SUMMER

Relationships/Changing Me - RSE

Relationships and being responsible towards others, safe sex, contraception, self-esteem, relationships, power and relationships, assertiveness and saying no, consent,

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

choices and consequences, unprotected sex and STIs, online and offline relationships, sexting, changing perceptions and opinions, mental health and the brain, skills for change, self-reflection and evaluation, transition to Year 10

Year 10 Programme:

AUTUMN

Being Me in My World

Society, freedom and safety, environment and finite resources (carbon footprint), cultural norms and prejudice, political influences on society

Celebrating Difference

Protected characteristics: age, why difference and diversity occurs, recognizing equality, intolerance and extremism, balance of power, decisions and life chances

E-Safety

Inappropriate or illegal material, digital footprints, appropriate use of mobile phones potentially harmful online sites, grooming, racism, sexting, cyber-bullying

SPRING

Dreams and Goals – Careers

Empowering students to plan and manage their own futures, identifying skills and qualifications needed to pursue preferred KS4 pathways, developing skills needed to recognise impartial careers information when investigating options in learning and work.

What am I like? - Visual, Auditory or Kinaesthetic?

Learning Styles – completing a series of assessments to determine learning styles, using the 'Learning Styles Grid' to determine personal learning style, students to work through the 'Multiple Intelligences Assessment', looking at post-16 options, looking at different types of employment.

Dreams and Goals

Overcoming challenges and identifying alternatives (adaptable/flexible), impact and consequences of misusing social media, confidentiality, life/work balance and lifestyle choices, consumer rights

Healthy Me

Mental illness and treatments, health protection, brain development, addiction/substance and alcohol use, cancer prevention, behaviour change

SUMMER

Relationships/Changing Me - RSE

Healthier relationships, relationship breakdown, brain function and extreme emotions, friendships and peer support, challenging relationships

Sexual Health cont.

Building healthy relationships, contraception

Changing Me

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

Achievement and future plans, positive changes and positive emotion, altruism, emotional complexity in change, models of behaviour change, transition to next year

E-Safety

Frapping, privacy and copyright

Year 11 Programme:

AUTUMN

Being in My World – Mental Health and Emotional Wellbeing

Constructive criticism, tools for success, education and training opportunities, success planning, supporting and promoting health during the transition from Key Stage 3 into Key Stage 4, resilience and re-framing failure, un-healthy coping strategies - self-harm and eating disorders, understanding and managing anxiety and depression, healthy coping strategies and mindfulness

Dreams and Goals – Careers

Goals and aspirations, changing goals, contingency planning, choices and responsibilities, who does what job? male and female divides, the big pay debate, who earns what? interview skills, job applications, employability skills, reflection and feedback on Careers module

E-Safety

Inappropriate or illegal material, digital footprints, appropriate use of mobile phones, **age restrictions and age of consent**, potentially harmful online sites, **privacy and copyright**, grooming, sexting, cyber-bullying, **frapping**

SPRING

Relationships/Changing Me - RSE

Sexuality, conflicts in relationships, media influence, individuality in relationships, stages of relationships, healthy attitudes on sexual relationships and sexuality, sexual relationship checklist

E-Safety

Inappropriate or illegal material, digital footprints, appropriate use of mobile phones, **age restrictions and age of consent**, potentially harmful online sites, grooming, racism in the media, sexting, cyber-bullying, **frapping, privacy and copyright**

SUMMER

Revision and tutoring for GCSEs

The KS3 and 4 Programme aims to equip students to understand and learn to manage the risks they face; now more involved in the adult world and its paradoxes, students will improve their chances of making appropriate and informed choices. PSHCE develops practical skills offering a chance for students to understand the cultural and political influences on them; respect and tolerance for others is encouraged as students begin to understand different lifestyles and opportunities facing them.

We believe it is important that students feel able to ask any questions that they wish

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

and that their questions are valued; if necessary, teachers will consult with the school's PSHCE lead or Senior Management Team if they are not confident in answering certain questions. We will also provide opportunities for students to have an anonymous question box for individuals who not comfortable raising questions in an open setting, e.g. sessions about bullying and sex education.

Inclusion and Differentiated Learning

We will ensure that all students have equal access to our PSHCE/RSE/Careers Programme. We recognise and respect students' different abilities, levels of maturity and personal circumstances; for example sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their family, friends and wider community. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teaching assistants will work with individual students where required, sometimes on a one-to-one basis.

We have an inclusive curriculum which fosters LGBTQ and gender equality and also ensures that it can meet the needs of disabled students.

Linking RSE to other policies and curriculum subjects

We acknowledge that PSHCE is something that should run throughout the school and that learning in other relevant subjects should complement the PSHCE programme.

Furthermore, this policy complements the following:

- Safeguarding and Child Protection
- Drug Education and the Management of any possible Drug-related Incidents
- Healthy Eating
- Mental Health and Wellbeing
- Anti-bullying
- Equal Opportunities
- Health and Safety
- Prevent and Radicalisation
- Fundamental British Values
- Teaching of Career Opportunities

How is RSE monitored and Evaluated?

8. ROLES AND RESPONSIBILITIES

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

- The Governing Body will approve the RSE policy.
- The Head Teacher, Assistant Headteacher and Governing Body are responsible for ensuring that RSE is taught consistently and appropriately across the school and for managing requests to withdraw students from non-statutory components of RSE.
- Staff are responsible for:
 - Delivering RSE in a sensitive manner
 - 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 the teaching of RSE are encouraged to discuss this with the Head Teacher or Assistant Headteacher.
- Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

9. PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-statutory components of RSE; parents can identify when RSE is being covered by referring to the Long-Term Plans on the school website.

Requests for withdrawal should be put into writing and addressed to the Head Teacher; a copy of withdrawal requests will be placed in the student's education record on School Base; the Head Teacher will discuss the request with parents and take appropriate action.

10. TRAINING

Staff are trained on the delivery of RSE and meet on a regular basis with the Head of PSHCE and on INSET and Training days.

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

We will ensure that staff receive up to date training on all issues such as female genital mutilation and the Prevent duty.

Teachers will be trained to teach awareness among children of the dangers of being online and how to protect themselves on social media.

We will ensure that we have a holistic whole-school approach to teaching RSE and provide relevant and informative training for all staff.

We will prepare staff for the implications of any new legislation, such as teaching students how to recognise and give consent and ensuring student safety online.

We outline the 12 principles of good RSE teaching, including ensuring that teaching clearly informs all students of their rights and access to support.

The 12 Principles of Good RSE Teaching

RSE education will:

1. Be an identifiable part of the PSHCE education programme, with planned, timetabled lessons across all key stages
2. Be taught by staff regularly trained in RSE and PSHCE (with expert visitors where appropriate)
3. Work in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home
4. Deliver lessons where students feel safe, using a variety of teaching approaches to enable them to take part
5. Be based on reliable sources of information, including about the law and legal rights, distinguishing between fact and opinion
6. Promote safe, equal, caring and enjoyable relationships and discusses real age-appropriate issues such as friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
7. Give a positive view of human sexuality, with honest and medically accurate information, so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
8. Give students opportunities to reflect on values and influences that may shape their attitudes to relationships and sex, nurturing respect for different views

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

9. Include learning about how to get help, treatment and information from a range of reliable sources
10. Foster gender equality and LGBTQ+ equality and challenge all forms of discrimination in lessons and in every-day school life
11. Meet the needs of all students with their diverse experiences, including those with special educational needs and disabilities
12. Seek students' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Please see:

Safeguarding Policy
PSHCE Policy
Positive Behaviour Policy
Mental Health and Wellbeing Policy
Transgender Policy
Careers Policy

Policy written by: Vita Parvin

Signed: 

First Reviewed: May 2020

Second Review: September 2020

Name: Andrew Day

Position: Headteacher

Signed: 

Date: September 2020

Name: Ann-Marie Martin

Position: Designated Safeguarding Lead

Signed: 

Date: September 2020

Name: Annie McNeile

Position: Governor with responsibility for safeguarding

Signed: 

Date: September 2020

RSE Policy

Author: Vita Parvin

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Date of next review: September 2021

13.APPENDICES

Appendix A – This policy should be read in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010](#) and schools
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for school

Appendix B – Useful Websites

- *Abuse in Relationships: Disrespect NoBody* from the Home Office and Government Equalities office
- *LGBTQ Inclusivity*: Stonewall lesson plans and lesson materials
- Public Health England website
- PSHCE Association
- MindEd
- Education for a Connected World
- UKCCIS
- *Thinkuknow*: from the National Crime Agency
- Mentor-ADEPIS
- Educate Against Hate

RSE Policy

Author: Vita Parvin

Reviewed September 2020 AMM

Appendix C – from the Department for Education (Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, senior leadership teams and teachers

By the End of Primary School:

<p><i>Families and people who care for me</i></p>	<p>Pupils should know:</p> <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. <i>(Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.)</i> ▪ 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><i>Caring friendships</i></p>	<p>Pupils should know:</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.

	<ul style="list-style-type: none"> ▪ 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.
<i>Respectful relationships</i>	<p>Pupils should know:</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.
<i>Online relationships</i>	<p>Pupils should know:</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.
<i>Being safe</i>	<p>Pupils should know:</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

	<p>being safe.</p> <ul style="list-style-type: none"> ▪ 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.
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By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ 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.

	<ul style="list-style-type: none"> ▪ 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.
Online and Media	<p>Pupils should know:</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.
Being safe	<p>Pupils should know:</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.

	<ul style="list-style-type: none"> ▪ 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).
<p><i>Intimate and sexual relationships, including sexual health</i></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ▪ that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. ▪ the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. ▪ that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ▪ that they have a choice to delay sex or to enjoy intimacy without sex. ▪ the facts about the full range of contraceptive choices, efficacy and options available. ▪ the facts around pregnancy including miscarriage. ▪ that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). ▪ how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. ▪ about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ▪ how the use of alcohol and drugs can lead to risky sexual behaviour. ▪ how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix D – Cross-Government Strategies

These subjects support many cross-government strategies of which schools will want to be aware. Whilst we have not referenced all strategies or supporting documents, we have included some of the key areas below:

- Transforming children and young people’s mental health provision green paper. The green paper announced new support in and near schools and colleges to support children and young people with their mental health.
- The drug strategy 2017 sets out how the government and its partners, at local, national and international levels, will take new action to tackle drug misuse and the harms it causes.
- Internet Safety Strategy green paper sets out steps towards developing a coordinated strategic approach to online safety.
- The Children’s Commissioner Digital 5 A Day provides a simple framework that reflects the concerns of parents as well as children’s behaviours and needs.
- Government aims to significantly reduce England’s rate of childhood obesity within the next ten years. The childhood obesity plan sets out the approach to reduce childhood obesity.
- Guidance from the Chief Medical Office (CMO) on how much physical activity people should be doing, along with supporting documents.
- Over the last 18 years, the teenage pregnancy rate has reduced by 60%. However, a continued focus is needed to maintain the downward trend and narrow inequalities in rates between and within local authorities. The Teenage Pregnancy prevention framework provides evidence-based guidance for local authorities, including the important role of RSE and links to local sexual health services.
- Sustaining the downward trend and making further progress is one of the key objectives of the Department of Health and Social Care’s Framework for Sexual Health Improvement in England. These subjects provide a key opportunity to strengthen support for young people to develop healthy relationships and prevent early unplanned pregnancy.
- Reproductive health - a public health issue. A consensus statement, data and women’s experiences, covering reproductive health through the life course, from menstruation to menopause. (PHE. 2018)
- The cross-government loneliness strategy, which sets out the Government’s vision for supporting individuals, businesses and communities to build and maintain strong relationships.

APPENDIX E

Letters to Parents

Letter to parents – Year 11

Our PSHCE & RSE Programme in Key Stage 4

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health and Citizenship Education (PSHCE) modules. This looks at many topics including all kinds of relationships, physical/emotional health and living in the wider world. The aim of the PSHCE course is to help our pupils make safe and informed decisions during their school years and beyond.

Relationships and Sex Education (RSE) is an important part of the PSHCE course. We will be teaching lessons about RSE in the Summer term which will include topics such as *(building healthy relationships, responsible sexual behavior, healthy life styles, sexually healthy actions and choices for one's body, contraception, prevention of HIV/AIDS and other sexually transmitted diseases, emotions, self-esteem, illegal drugs, LGBTQ, sexual orientation, biological and practical information about sexual health, prevention of sexual abuse, body image, sexting and social media, pornography, consent.)* During the course, students will be able to ask questions, which will be answered factually and in an age appropriate manner. Each student's privacy will be respected, and no one will be asked to reveal personal information.

Some parts of RSE are compulsory - these are part of the National Curriculum for Science. Parents can withdraw their children from all other parts of RSE if they wish to do so. However, we believe that the current presentation of sexual images in social and other media in today's society make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many students will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all students will have the opportunity to take part in our carefully planned lessons.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of the programme or resources used, please do not hesitate in contacting me at school.

Yours Sincerely



Ann-Marie Martin
Pastoral Lead and Designated Safeguarding Lead

RSE Policy
Author: Vita Parvin
Reviewed September 2020 AMM

Letter to parents – Year 10

Our PSHCE & RSE Programme in Key Stage 4

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Many parents and parent-related organisations support good quality RSE in school. Parents are the most important educators of young people in personal issues and many welcome the support that school can offer to supplement their home teaching.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of the programme or resources used, please do not hesitate in contacting me at school.

Yours Sincerely



Ann-Marie Martin
Pastoral Lead and Designated Safeguarding Lead

RSE Policy
Author: Vita Parvin
Reviewed September 2020 AMM

Letter to parents – Year 9

Our PSHCE & RSE Programme in Key Stage 4

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health and Citizenship Education (PSHCE) modules. This looks at many topics including all kinds of relationships, physical/emotional health and living in the wider world. The aim of the PSHCE course is to help our pupils make safe and informed decisions during their school years and beyond.

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Yours Sincerely



Ann-Marie Martin
Pastoral Lead and Designated Safeguarding Lead

