

COGNITA

Relationships
and Sex
Education
(RSE) Policy



HYDESVILLE
TOWER SCHOOL

September 2021

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1 Introduction and aims

The purpose of this policy is to ensure that our Relationships Education and Relationships and Sex Education (RSE) supports our school ethos and fulfils our school aims, which are defined as:

giving every child the chance to develop their full potential in all areas;

supporting them to become confident and caring individuals, who are proactive and independent;

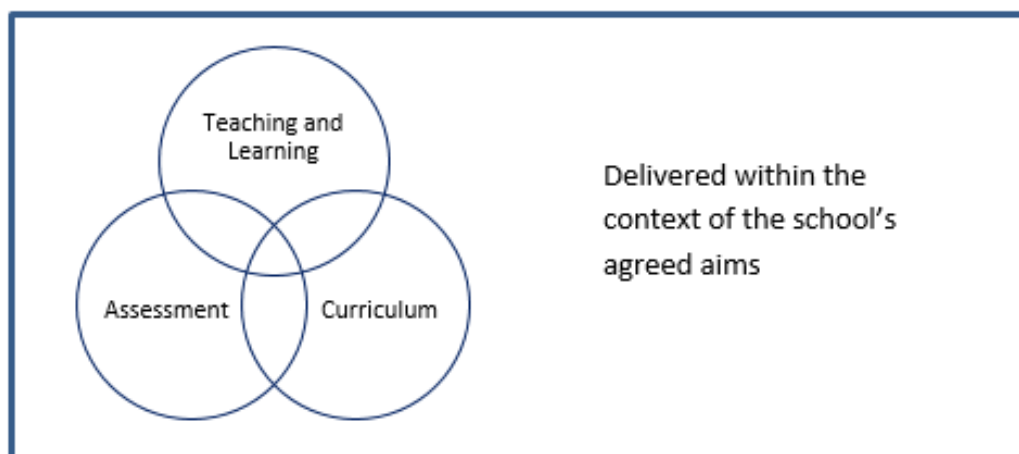
providing enriching opportunities, so they gain greater awareness of themselves, their community and the wider world.

1.1 This policy applies to all pupils, including those in the Early Years.

1.2 This policy forms part of the curriculum.

1.3 We see the curriculum as, 'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.



The aims of RSE at our school are to:

1.5 Provide a framework in which sensitive discussions can take place.

1.6 Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

1.7 Help pupils develop feelings of self-respect, confidence and empathy.

1.8 Create a positive culture around sexuality and relationships.

1.9 Teach pupils the correct vocabulary to describe themselves and their bodies.

1.10 Help pupils understand that healthy relationships are an important part of wellbeing.

2 Statutory requirements

- 2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.
- 2.2 As a Preparatory school, we must ensure that every registered pupil who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards
- 2.3 As a Secondary school, we must ensure that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph 9, in accordance with section 34 of Children and Social Work Act 2017 and the Independent School Standards, and with regard to guidance outlined in section 403 of the Education Act 1996.

At Hydesville Tower School, we teach RSE as set out in this policy.

3 Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – relevant school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed in June 2022.

4 Definition

- 4.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.
- 5.3 Primary sex education will focus on:
- Preparing boys and girls for the changes that adolescence brings, including emotional changes; and
 - How a baby is conceived and born (Science- Year 5, Summer Term)
- It will:
- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan;
 - ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
 - iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.
- 5.4 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

6 Delivery of RSE

- 6.1 Our RSE is taught as part of our PSHE curriculum. The PSHE course is delivered to all pupils through discrete PSHE lessons taught by our teachers. There is one lesson of taught PSHE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.
- 6.2 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:
- Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships
 - Being safe
- 6.3 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.4 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:
- Families
 - Respectful relationships, including friendships
 - Online and media
 - Being safe
 - Intimate and sexual relationships, including sexual health

- 6.5 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.6 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7 Roles and responsibilities

Staff & Governance

7.1 PSHE Lead Teacher

The people with responsibility for PSHE and the overview and yearly evaluation of this policy are Leanne Crump (Prep) and Liz Shaw (Senior). However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

7.2 The Head

The Headmaster is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory or non-science components of RSE (see section 8).

7.3 The Director of Education

The Director of Education will hold the Headmaster to account for the implementation of this policy.

The Director of Education will ensure 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.

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils; and
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory or non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headmaster.

8 Pupils

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

8.1 Pupils with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all pupils. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the SENDCO (please delete as necessary). Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Hydesville Tower School is mindful of preparing pupils for adulthood.

Hydesville Tower School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

9 Parents' right to withdraw

9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

9.2 If parents require more information on RSE for secondary aged children, this is a useful information source of information for them:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf

9.3 Parents in the Prep School do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory or non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headmaster.

Alternative work will be given to pupils who are withdrawn from sex education.

- 9.4 Parents have the right to withdraw their children from the non-statutory or non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headmaster.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headmaster will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

10 Training


- 10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme.
- 10.2 The Headmaster will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

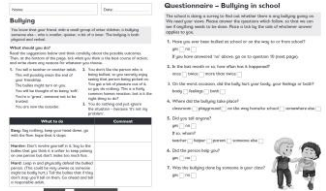
11 Monitoring arrangements

- 11.1 The delivery of RSE is monitored by Manjit Chand (Head of Prep) and Lauren Jenkins (Head of Senior) through lesson observations, learning walks, pupil voice and work scrutiny.
- 11.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Relationships and Sex Education (RSE) Policy

YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 3	Autumn 1&2	<p><u>Feelings and relationships</u></p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • to talk and write about their opinions, and explain their views, on issues that affect themselves and society; • to recognise, as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way; • that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view • to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; <p>;• to talk about their fears and realise that putting them into words makes them more manageable;</p> <ul style="list-style-type: none"> • to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; • to be aware of the skills to be effective in relationships; • to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help; • to recognise and challenge stereotypes. 	LCP PSHE File

YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 4	Autumn 1 & 2	<p><u>Feelings and relationships</u></p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • to talk and write about their opinions, and explain their views, on issues that affect themselves and society; • that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; • where individuals, families and groups can get help and support; • to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way; • to express feelings associated with bereavement, loss or change and to begin to empathise with others who have experienced them. 	<p>LCP PSHE File</p>  <p>The resource file includes a table with the following columns: Activity, Year 4, Year 5, and Year 6. The activities listed are:</p> <ul style="list-style-type: none"> 1. Keeping secrets - keeping safe 2. The Hagger rules 3. The Hagger rules 4. The Hagger rules 5. The Hagger rules 6. The Hagger rules 7. The Hagger rules 8. The Hagger rules 9. The Hagger rules 10. The Hagger rules 11. The Hagger rules 12. The Hagger rules 13. The Hagger rules 14. The Hagger rules 15. The Hagger rules 16. The Hagger rules 17. The Hagger rules 18. The Hagger rules 19. The Hagger rules 20. The Hagger rules 21. The Hagger rules 22. The Hagger rules 23. The Hagger rules 24. The Hagger rules 25. The Hagger rules 26. The Hagger rules 27. The Hagger rules 28. The Hagger rules 29. The Hagger rules 30. The Hagger rules 31. The Hagger rules 32. The Hagger rules 33. The Hagger rules 34. The Hagger rules 35. The Hagger rules 36. The Hagger rules 37. The Hagger rules 38. The Hagger rules 39. The Hagger rules 40. The Hagger rules 41. The Hagger rules 42. The Hagger rules 43. The Hagger rules 44. The Hagger rules 45. The Hagger rules 46. The Hagger rules 47. The Hagger rules 48. The Hagger rules 49. The Hagger rules 50. The Hagger rules 51. The Hagger rules 52. The Hagger rules 53. The Hagger rules 54. The Hagger rules 55. The Hagger rules 56. The Hagger rules 57. The Hagger rules 58. The Hagger rules 59. The Hagger rules 60. The Hagger rules 61. The Hagger rules 62. The Hagger rules 63. The Hagger rules 64. The Hagger rules 65. The Hagger rules 66. The Hagger rules 67. The Hagger rules 68. The Hagger rules 69. The Hagger rules 70. The Hagger rules 71. The Hagger rules 72. The Hagger rules 73. The Hagger rules 74. The Hagger rules 75. The Hagger rules 76. The Hagger rules 77. The Hagger rules 78. The Hagger rules 79. The Hagger rules 80. The Hagger rules 81. The Hagger rules 82. The Hagger rules 83. The Hagger rules 84. The Hagger rules 85. The Hagger rules 86. The Hagger rules 87. The Hagger rules 88. The Hagger rules 89. The Hagger rules 90. The Hagger rules 91. The Hagger rules 92. The Hagger rules 93. The Hagger rules 94. The Hagger rules 95. The Hagger rules 96. The Hagger rules 97. The Hagger rules 98. The Hagger rules 99. The Hagger rules 100. The Hagger rules

YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 5	Autumn 1 & 2	<p>Feelings and relationships</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; • to resolve differences by looking at alternatives, making decisions and explaining choices;• that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view; • to be aware of different types of relationships, between friends and families, and to develop the skills to be effective in relationships. • to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help; • that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. This also includes LGBT relationships. 	<p>LCP PSHE File</p>  <p>NSPCC- PANTS</p> <p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p>
	Summer 2	<p>Health and hygiene- Growing up, how we change.</p> <p>Children will be taught</p> <ul style="list-style-type: none"> • to talk and write about their opinions, and explain their views, on issues that affect themselves and society • to recognise, as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way • about how the body changes as they approach puberty, and to understand that this stage happens for everyone but begins and ends at different times; • to understand that the changes that occur in the body at puberty are linked to human reproduction. <p>Puberty discussion</p> <p>This is usually delivered by our senior school biology department. The group will be split by gender, where a discussion about puberty and the changes their bodies go through will take place.</p>	

YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 6	Summer Term	<p>Feelings and Relationships: Love, sex and marriage</p> <p>These sessions tackle some of the emotional, physical and social aspects of growing up. The physical aspects of the subject, notably human sexuality, reproduction and sexual health, are taught in science lessons, but PSHE provides an opportunity to prepare children for the physical and emotional changes they undergo at puberty and to discuss relationships with them. Many children want to learn more about issues ranging from attraction to love, from trust, to response, to peer pressure. They need to be equipped with information about how to behave in relationships and what they can do to make them work.</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • to talk and write about their opinions, and explain their views, on issues that affect themselves and society; • to recognise, as they approach puberty, how people’s emotions change at that time and how to deal with their feelings in a positive way. • to recognise their worth as individuals; • to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills needed to be effective in relationships; • that marriage plays an important role within most religions and societies; • about how and why tension can develop between married couples. 	<p>LCP PSHE File</p>

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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
Online relationships	<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
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

12 Appendix 2: By the end of secondary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Year group	<p>Families. Lesson details</p> <p>7</p> <p>'Alien guide to my family' – examining the concept of what a family is. Family relationships- the different types and why we don't always get along. This includes the different types of committed, stable relationships. Family relationships are also discussed in the Loudmouth performance/ workshop 'My mate fancies you' Keeping good friendships and avoiding toxic ones.</p> <p>10</p> <p>What are forced and arranged marriages and what do we need to know? Parenting, the different types and styles. Looking after a child.</p>

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TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<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 • 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

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TOPIC	PUPILS SHOULD KNOW
Year group	Respectful relationships. Lesson details:
7	<p>Loudmouth performance/ workshop. 'My Mate fancies you', promoting happy, healthy, safe relationships.</p> <p>Keeping good friendships and avoiding toxic ones.</p> <p>Love and relationships. Falling in love and dealing with new feelings.</p> <p>Bullying or banter? Why do people bully each other and how can we help stop this?</p> <p>What is cyberbullying? Why do people bully online?</p> <p>How do we keep safe and positive relationships(on and offline)?</p>
8	<p>What is consent and why is it important we know about it?</p> <p>What is sexting and why is it so risky to send personal images?</p>
9	<p>Loudmouth performance/ workshop 'Trust Me', Examining relationships and sexual health (including forms of contraception)</p> <p>What are domestic violence and abusive relationships?</p> <p>CSE- how are children and young people lured into dangerous relationships and what do these look like?</p> <p>What is peer-pressure – why is it so powerful and how can we overcome this?</p> <p>Who are the LGBTQ+ community and what would they like us to know?</p>
10	Same sex relationships (LGBTQ+)
11	<p>Relationship break ups</p> <p>Relationship types and sexuality</p> <p>Loudmouth performance and workshop KS4 – spotting the signs of abusive relationships and CSE.</p>

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TOPIC	PUPILS SHOULD KNOW
Online and media	<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
Year group	<p>Online and media. Lesson details:</p> <p>7 What is cyberbullying? Why do people bully online? How can we enjoy social media but keep accounts safe and private?</p> <p>8 What is sexting and why is it so risky to send personal images? Internet safety- what is online grooming and why is it important that we know about it? Body image and the media.</p> <p>10 What is Fake News and why do we need critical thinking skills? Do we have healthy or unhealthy relationships with our role models?</p> <p>11 Internet safety – the Dark web What is cyber crime?</p>

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TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Year:	Being safe. Lesson details:
7	FGM – what is this and why is it so dangerous?
8	What is consent and why is it important we know about it?
9	Loudmouth ‘trust me’ workshop/ performance. Sexual consent.
KS4	Loudmouth performance and workshop – spotting the signs of abusive relationships and CSE. Safe and Sound – Loudmouth performance. Exploring teenage relationship abuse/ domestic abuse. Consent. Power and control in relationships.

Relationships and Sex Education (RSE) Policy

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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 • 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

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TOPIC	PUPILS SHOULD KNOW
Year	Intimate and sexual relationships, including sexual health lessons:
7	<p>Healthy lifestyle including impact on fertility</p> <p>My mate fancies you – Loudmouth performance/ workshop. Promoting happy, healthy, safe relationships.</p>
9	<p>Trust me – Loudmouth workshop. Loudmouth ‘trust me worshop/ performance. Sexual consent, STIs. Happy, healthy, safe relationships.</p> <p>How do we keep good sexual health mand avoiud STIs?</p>
KS4	<p>Sexual health nurse. STIs and forms of contraception. The facts about pregnancy.</p> <p>What is Chem sex and what do we mean when we talk about safe sex?</p> <p>What is binge drinking? What are the risks and why do people do it? Relate to sexual consent.</p>

Appendix 3: Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Relationships and Sex Education (RSE) Policy

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Document sponsor (role)	Group Director of Wellbeing
Document author (name)	Beth Kerr/PSHE Leads
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Audience	All school staff

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Related documentation	
Related documentation	Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards