



TOTAL EDUCATION
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ROSEWOOD
INDEPENDENT SCHOOL

*Total Education Services - Total Tuition Alternative Provision - Rosewood Independent School
Subsidiaries of JWA Holdings Limited*

Relationships and Sex (RSE) Policy

This policy should be read in conjunction with the following:

Assessment Policy
Anti-Bullying Policy
Behaviour Policy
Equality and Community Cohesion Policy
Equality Information
Early Years Foundation Stage Policy
Health and Safety Policy
SEND Policy
PREVENT Policy, action plan, and risk assessment
Teaching and Learning Policy
PSHE Policy
Safeguarding and Child Protection Policy

Other documents that support the teaching and learning of Personal, Social, Health and

Economic Education:

Relationships Education, Relationships and Sex Education (RSE), and Health Education DfE Guidance, February 2019
Keeping Children Safe in Education, September 2023
Sex and Relationships Education for the 21st Century DfE supplementary guidance 2014
Development Matters (for the Early Years Foundation Stage) Social and Emotional Aspects of Learning (SEAL) resources
PSHE Association Guidance on producing your school's SRE policy- PSHE Association 2013
SEND Code of Practise 0-25 years

Throughout this policy 'parents' denotes those with parental responsibility.

1. Mission Statement

This policy covers whole school/centre approach to Relationships and Sex Education (RSE). We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being. School/ Centre believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that

through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

We believe that central to education in personal relationships is the development of children's self-esteem and ability to take responsibility for themselves and their actions. It gives our children the skills they need to build positive, enjoyable and respectful relationships. In this way, children learn to think positively about themselves and others and take care of themselves. Children need knowledge and skills appropriate to their level of maturity and developmental needs. They should have the opportunity to express themselves within a trusted and safe environment. They need to articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships. Education in personal relationships is an integral part of preparation for adulthood and, for some children, the centre may be the only source of information and support.

Sex and Relationships Education (SRE) is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It is delivered in a non-judgmental manner, in accordance with the centre's policy on Equality.

We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils. The policy should be read in conjunction with other relevant policies: [insert other policies that your school has. This could include anti-bullying policy, behaviour policy, child protection and safeguarding policy, PSHE, science curriculum policy, online safety policy etc.

Equality, inclusion and social justice

"Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole school approach. (RSHE Guidance, p14)"

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject.

We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE.

An inclusive RSE will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

Definition of relationships and sex education

“Give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. (RSHE Guidance, p25)”

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children’s curiosity about the world around them, supporting their development and their respect for themselves and each other.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline.

We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people’s confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

Subject Content

We will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance.

All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

Our scheme of work will be taught according to each age group and key stage.

Outline the lessons/units that are statutory and that parents cannot withdraw their child from and which lessons parents can withdraw their children from.]

What are the different topics in the RSE curriculum we cover at Key Stage 1 and 2?

- *Families and people who care for me*
- *Caring friendships*
- *Respectful relationships*
- *Online relationships*
- *Being safe*
- *Mental well-being*
- *Internet safety and harms*
- *Physical health and fitness*
- *Healthy eating*
- *Drugs, alcohol, tobacco*
- *Health and prevention*
- *Basic first aid*
- *Changing adolescent body*
- *How babies are made and born*

What are the different topics in the RSE curriculum we cover at Key Stage 3 and 4?

- *Families and people who care for me*
- *Respectful relationships, including friendships*
- *Online and media*
- *Being safe*
- *Intimate and sexual relationships, including sexual health*
- *Internet safety and harms*
- *Mental well-being*
- *Physical health and fitness*
- *Healthy eating*
- *Drugs, alcohol, tobacco*
- *Health and prevention*
- *Basic first aid*
- *Changing adolescent body*

There may be occasions whereby our staff deliver bespoke RSE to students in reaction to disclosed information or when a child is demonstrating risky or vulnerable behaviours.

We use a range of resources/ materials to deliver RSE. We take recommendations from the PSHE Association to support us in choosing appropriate resources to deliver RSE to our students. The resources we use include:

- Online videos
- Flashcards
- Printed images

- Transcripts of stories
- Visiting speakers to deliver sessions such as sexual health/ contraception clinics
- Student nurse visitors delivering workshops on standalone issues such as no smoking and STIs
- Open discussion
- Activities and games
- Access to wellness mentors and weekly additional wellness sessions (on top of weekly PSHE)

Subject Delivery

“Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. (RSHE Guidance, p8)”

RSE will be delivered as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages. The subject co-ordinator will work closely with colleagues in related curriculum areas (science, computing, PE and citizenship) to ensure a holistic and joined up approach to what is taught in RSE.

We also supplement learning, where possible, through using an integrated approach and utilising time outside of the classroom, such as through topics explored in PSHE sessions, through art and drama

RSE will address aspects of relationships and sex in an integrated way within a single topic.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content.

We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education (see section below).

The programme will be delivered in a non judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE. In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content. (During the 2020/2021 pandemic, the CPD offered has been online and as part of a staff training day in April 2021.)

Monitoring

We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated.

The School's Leadership Team monitors the implementation of the programme through: Examples could include:

- Lesson observations
- Planning scrutiny
- Looking at samples of pupils' work
- Monitoring and assessment of staff's planning skills should be an integral part of your school's normal practices in monitoring the quality of teaching and learning.

Staff are given clear notice when lesson plans are required or when observations will take place.

Evaluation

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness.

The evaluation process involves structured and informal pupil and staff feedback including:

- Teacher evaluation of lessons and the overall RSE programme
- Evidence from lesson observations
- Feedback and evaluation by pupils (for example, using pupil interviews, questionnaires/ surveys, focus groups or using pupil question boxes.)
- Scrutiny of pupil assessment records
- Sampling pupil work and portfolios.

Pupil Assessment

"Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. (RSHE Guidance, p43)"

We use a range of assessment methods to get regular feedback on pupil progress in RSE. We also use pupil assessment to identify where pupils need extra support or intervention.

Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

Assessment methods used include:

- Project work
- Written assignments
- Students' pre and post unit self-evaluation
- Reflective pupil logbooks

Pupil Voice

"Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils. (RSHE Guidance, p12)"

Pupil voice is central to the culture and ethos of our setting.

We use pupil voice to evaluate how relevant and engaging RSE is to children's lives. Throughout our RSE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed.

We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

Answering Pupil Questions

RSE explores a range of issues that may provoke questions from pupils.

We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students.

We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE.

Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Working with parents/carers

We believe that the successful teaching of RSE involves parents/ carers and schools working together.

We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- We provide parents/carers with access to the policy via the website.
- We encourage parents/carers to contact us regarding any questions/concerns or suggestions they have in relation to the delivery of the curriculum and the policy.
- We provide parents/carers with an annual survey to seek parental/carer suggestions
- We provide parents/carers with information on any PSHE delivery on the weekly report provided to them.

We share information with parents/carers as follows:

- Parents' evenings
- Inductions to the school
- Welcome packs
- Sharing copies of the policy in face-to-face meetings and/ or through email
- Letters to parents/carers giving information about when RSE will be delivered and when certain classes (including classes that involve sex education) will take place
- Planned drop-ins] If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will have a designated time for them to come into the school.

We may share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

Parental right to request their child be removed from sex education

"All schools should work closely with parents [...] and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. (RSHE Guidance, p17)"

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.

Parents/carers do not have a right to withdraw their child from Relationships Education.

Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

Parents do not have the right to withdraw their child from Health Education.

All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the Executive/ Headteacher/ Assistant Headteacher to discuss their concerns.

The Executive/ Headteacher/ Assistant Headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the Executive/ Headteacher/ Assistant Headteacher in writing and the school will keep a record of this.

Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

Working with visitors and external agencies

“Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people [...] It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. (RSHE Guidance, p18)”

From time-to-time our setting may invite external experts and visitors to deliver parts of our RSE scheme of work.

External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school.

External visitors may include:

- school nurse
- health visitor
- sexual health educator

A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.
- They will also be made aware of any specific issues relating to child protection.

Safeguarding and child protection

“At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education [...] Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. (RSHE Guidance, p42)”

We acknowledge that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences.

In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While we want to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy.

We do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.

Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Janice Woods

Headteacher

September 2020

Reviewed: August 2021

Reviewed: 31st August 2022, Jennifer Abraham

Reviewed: 31st August 2023, Jennifer Abraham - 19/10/23 Jennifer Abraham

APPENDIX 1: Learning outcomes for SRE

These learning outcomes give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE.

For children in the Early Years Foundation Stage, learning outcomes are based on the EYFS curriculum.

By the end of the Early Years Foundation Stage Pupils

will be able to:

- make friendships, including special friendships, with other children.
- form positive trusting relationships with adults in school

- Show care and concern for others and sensitivity to others' needs and feelings
practise some appropriate safety measures independently
- manage their own basic hygiene and personal needs successfully, including going to the toilet independently, dressing and undressing for PE and washing their hands before eating a snack

Pupils will know and understand:

- that other children don't always enjoy the same things, and are sensitive to this
- that they are unique
- that relationships with family and friends and teachers are different and have different 'rules' for touch and language (e.g. kisses, "I love you")
- some ways to keep healthy and safe
- that own actions affect other people, e.g. becoming upset or trying to comfort another child when they realise they have upset them.
- that some behaviour is unacceptable and there are boundaries and expectations in the centre that may be different from those at home.

Pupils will have considered:

- some similarities and differences in relation to friends or family, including cultural differences
- how they and others show feelings,
- their own and others' behaviour, and its consequences
- how they need to adjust their behaviour to different situations

For children in Key Stages 1 and 2, those learning outcomes marked with an asterisk are part of the National Curriculum Science requirements. (Source Ofsted report 2002 'Sex and relationships' updated for National Curriculum 2014)

By the end of Key Stage 1

Pupils will be able to:

- recognise and compare the main external parts of the bodies of humans*
- recognise similarities and differences between themselves and others and treat others with sensitivity*
- identify and share their feelings with others recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that animals, including humans, grow and reproduce*
- that humans and animals can produce offspring and these grow into adults* the basic rules for keeping themselves safe and healthy

- about safe places to play and safe people to be with the needs of babies and young people
 - ways in which they are like and different from others
 - that they have some control over their actions and bodies
 - that they have the right to say 'No' to anything that makes them feel uncomfortable
- why families are special for caring and sharing

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people.

By the end of Key Stage 2

Pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- that the life processes common to humans and other animals include growth and reproduction* that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents and that characteristics are passed from parents to their offspring*
- about the main stages of the human life cycle*
- that safe routines can stop the spread of viruses including HIV
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help how
- the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that they do not have to give their consent to anything that makes them feel uncomfortable
- that their actions have consequences and be able to anticipate the results of them

- about different forms of bullying people and the feelings of both bullies and victims why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- the diversity of lifestyles
- others' points of view, including their parents' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships.

Key Stage 3 and 4

At Key Stage 3 and 4, Relationships and Sex Education covers content on a wider range of key topics including consent, sexual exploitation, online abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

Pupils are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. There is an equal opportunity to explore the features of stable and healthy same-sex relationships.

Health education focuses on enabling pupils to make well-informed, positive choices for themselves, and includes teaching about the impact of puberty. The curriculum covers mental health and will support young people to recognise and manage any wellbeing issues as well as how they can seek support as early as possible.

We support children in Key Stage 3 and 4 where possible to work towards the NCFE Level 1 and Level 2 Award in Relationships and Sex and Health Education.

The purpose of this qualification is to provide learners (ages 11–13) with the knowledge and understanding that will enable them to make informed decisions about their wellbeing, health and relationships.

It will help to build learner self-efficacy and develop resilience which will enable them to meet the challenges of creating a happy and successful adult life and becoming a productive member of society.

The qualification has been mapped to the Department for Education's guidance for Relationships and Sex Education (RSE) and Health Education (HE) for secondary schools ensuring every aspect of the statutory requirement is covered.

APPENDIX 2: Contraceptive Advice and Referrals for Under 16s

Teachers will not advise pupils in Key Stage 1 and Key Stage 2 on contraceptive use. Giving an individual pupil (who is under 16) advice on such matters without parental knowledge or consent would be an inappropriate exercise of a teacher's professional responsibilities. However, in the course of their SRE discussions, a child may ask what contraceptives are and this will be sensitively and factually answered. Teachers should encourage the pupil to seek advice on contraception or other aspects of sexual behaviour from his/her own parent and, if appropriate, from the relevant service. The Head Teacher will be informed of pupils who show or demonstrate an acute knowledge or interest.

Where the teacher believes that the pupil has embarked upon, or is contemplating, a course of conduct which is likely to place him/her at moral risk or in breach of the law, the teacher has responsibility to ensure that the pupil is aware of the implications and made aware that other adults may have to be involved. In such circumstances the Headteacher must be informed as designated person for child protection.