



RSE – RELATIONSHIP AND SEX EDUCATION POLICY v1.4

INTRODUCTION

This Relationship and Sex Education policy has been developed by the PSHE Head of Department in discussion with interested colleagues and with the full support of the Senior Management Team. It outlines the agreed philosophy for the teaching of Relationship and Sex Education within the PSHE curriculum. It is designed to conform to the Department of Education's statutory Relationships Education and Health Education guidance 2020.

WHAT IS RSE?

Relationship and Sex Education is learning about the social, emotional and physical aspects of growing up, relationships, sex and human sexuality. Some aspects are taught in science and others as part of the Personal, Social, Health and Economics education (PSHE). It allows pupils to grow, learn and develop healthy behaviour for life. We teach a spiral curriculum which builds upon prior knowledge and age appropriate information in a sensitive way. We give children accurate information about relationships and sex, allowing them opportunities to develop life skills and a moral framework to inform their opinions and choices.

WHY SHOULD RSE BE TAUGHT?

In a world where children receive information about relationships and sex from a variety of sources, many of which are inaccurate or 'unhealthy', RSE aims to provide pupils with the knowledge, skills and attributes they need to become informed individuals.

RSE is about helping pupils to develop and maintain successful relationships, to promote positive self-esteem, self-worth and body confidence, to be respectful and inclusive and to help them understand issues relating to puberty. It demonstrates to children that matters relating to our bodies and the way we feel can be spoken about in a sensitive and positive way. Furthermore, it supports to safeguard our children and young people by giving them the knowledge and skills to recognise unsafe situations and seek support and advice when needed.

WHO TEACHES RSE IN THE ACADEMIC YEAR 2021-2022?

In the Pre Prep the class teachers deliver RSE. In the Prep Department it is delivered by a range of teachers: Louise Moore (Head of PSHE), Stuart Coulthart (Deputy Head), Michelle Harman (Art specialist), Daria Nazarova (Science and Year 5 teacher), Shane Hale (Year 3 Form teacher), Daniel Avenal (Year 3 form teacher), Malte Hoffman (Year 4 Form teacher), Sophie Wilson/Lizzie Malcolm (Year 4 form teacher) and Lizzy Reeves (Year 4 Form teacher).

MANAGING DIFFICULT QUESTIONS

Pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Therefore, teachers need to make a judgment based on the individual situation. At times the teacher may respond to the question partially or fully if the pupils are responding maturely to the content and it is deemed appropriate. Alternatively, the teacher may need to

explain that the question is not something that can be covered yet but it will be discussed in the future. Lastly, teachers can explain to the pupil that the question cannot be covered within a whole class setting but they can discuss it after the lesson or they can ask a parent/carer.

AIMS AND OBJECTIVES

We aim to provide the following within a social, moral, spiritual and cultural framework:

- 1) **Families** (the importance of family for love, security and stability; understanding the characteristics of a healthy family life; understanding that some families are different to their own; marriage and alternatives to marriage for long term relationships; how to recognise if family relationships are making children feel unsafe and how to seek help)
- 2) **Friendships** (understanding the characteristics of friendships; how to choose friends; exploring how positive friendships make them feel; managing conflict; how to seek help if friendships are unhealthy)
- 3) **Other relationships** (the importance of respecting others even when they are different; how to show respect for others within school, in the community and in the wider world; different types of bullying; how to identify and challenge stereotypes and prejudice; the importance of permission-seeking in relationships; inclusivity towards difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief)
- 4) **Online relationships** (understanding that people behave differently online; the importance of respect for others even when you are anonymous; how to recognise risks and how to stay safe online by reporting inappropriate content; KS3 - recognising the portrayal of sex in the media and social media, the impact and law with regard to the sharing of explicit images and the unrealistic portrayal of relationships in pornography)
- 5) **Being Safe** (developing a recognition of appropriate boundaries with friends, peers, adults; the concept of privacy; how to negotiate peer influence; appropriate and inappropriate physical contact; how to recognise and report the feeling of being unsafe; where to seek advice)
- 6) **Puberty/Health education** (understanding the physical and emotional changes of puberty; learn the correct biological names for genitalia; menstrual wellbeing)
- 7) **Intimate relationships KS3** (the characteristics of having a romantic relationship; the law in relation to consent and sexting)

These will be achieved by teaching a PSHE and RSE curriculum which fully embeds these ideas in an age appropriate and sensitive way. Alongside these lessons, in Year 6, the school enhances the programme by delivering additional sessions on the changes of puberty delivered by the School Doctor.

CROSS-CURRICULAR LINKS

Science

Throughout the school, factual knowledge about living things and health will be studied in various year groups. In Year 5, pupils are taught about the human life cycle. In Year 7, pupils are taught the biological facts relating to human growth, puberty and reproduction.

Computing

Pupils begin to think about ways in which they can reduce risks and stay safe online through the computing curriculum.

NATIONAL CURRICULUM LINKS

The scheme of work has been designed by the Head of PSHE using information from the PSHE Association and using the Department of Education's Statutory Relationships education guidance 2019.

EQUAL OPPORTUNITIES

Relationship and Sex Education is concerned with combating all forms of discrimination and all pupils have equal access to resources and an equal opportunity to develop their understanding of issues explored in the curriculum planning regardless of gender, race, cultural background and ability. In Science, most instances of sex education will be taught in mixed groups, however girls and boys will discuss some of their more personal issues in single sex groups. Discussions with the school doctor are taught in single-gender groups. The children have frequent opportunities to reflect on these discussions through pupil voice.

SPECIAL NEEDS

Children with identified special educational needs will be given appropriate support following advice from the Head of Learning Support so that they can achieve their full potential as individuals. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

TEACHING AND LEARNING

The RSE policy, in common with all policies produced since 2005 pays due regard to the philosophies expressed and agreed by staff in the teaching and learning policy.

In the Pre Prep department PSHE is taught for 1 hour per fortnight. Relationship Education is embedded within the PSHE programme of study and is age appropriate and sensitive.

In the Prep department timetabled lessons of 90 minutes per fortnight is in place for KS2 and 1 hour for KS3 pupils. RSE is embedded within the teaching of PSHE and the curriculum planning outlines when specific RSE units of work will be taught.

PLANNING

Subject planning has been written by the Head of PSHE and other colleagues following the curriculum planning. . The Norfolk RSE Resource has also been used to provide lessons across the Pre Prep and Prep Department. The personal circumstances of specific pupils or the maturity of a class is considered when teaching sensitive topics and planning will be adapted to suit specific needs. A large range of resources have been used in the preparation and planning of the subject including: online resources, picture books and short videos clips. Colleagues meet to discuss planning annually, to discuss changes.

COMPUTING

The use of ICT and the role of the internet in developing children's understanding of the world around them are important in PSHE and relevant websites and software should be sought to support the curriculum planning.

Ipads, interactive whiteboards and the computer room are available for PSHE lessons if required by staff and pupils.

Internet awareness and safety feature prominently within the curriculum planning and it is also supported in computing lessons.

ASSESSMENT

There is no formal assessment.

Informal assessment of pupils can be done in any of the following ways, subject to suitability:

- Baseline assessments
- Personal reflections
- Self-assessment and peer-assessment
- Monitoring their understanding when planning a talk or presentation
- Checking that they keep their scrap book up to date with records of discussions and written work
- Watching their contributions to discussions and debate
- Allowing them to produce resources for other pupils

- Watching or filming them demonstrate skills through role-play
- Encouraging them to write pamphlets or instructional articles

MONITORING AND EVALUATION

- Baseline assessment and end of unit assessments to check progress in lessons
- Pupil voice monitoring, both informal and formal
- Learning walks and lesson observations
- Staff voice and ongoing dialogue with the Head of Department and PSHE Teachers
- Head of Department end of year subject evaluation

ROLE OF THE CO-ORDINATOR

To monitor changes to the curriculum and update areas where necessary, to provide planning and resources and to hold regular meetings with colleagues.

TIME ALLOCATION

RSE is part of PSHE lessons, the biology curriculum and additional sessions delivered by the school doctor.

HOMEWORK

No time-tabled homework is set.

RESOURCES

Planning resources are given to relevant staff by the Head of PSHE. Plans and resources are stored on the staff shared folder. Some KS2 and KS3 resources can be accessed via the Firefly platform.

PARENTAL WITHDRAWAL

The statutory guidance for Relationships Education and Health Education came into effect in September 2020 for all primary and secondary schools, including Independent schools. Parents will not be able to withdraw their children from any aspect of Relationships and Health Education (which includes learning about the adolescent body and puberty). Parents will be able to withdraw pupils from any aspects of Sex Education other than those which are part of the Science curriculum. The Headteacher must grant requests to withdraw a pupil for Sex Education and this process will be documented to ensure that the pupil receives appropriate and purposeful education during the period of withdrawal. At Town Close School most aspects of Sex Education are not taught until Years 7 and 8. This is because after consulting with pupils and parents, the Head of PSHE has recognised that the majority of pupils do not seem ready for this content at Year 6. A year 6 unit on "Safe Relationships" explores the concept of consent within relationships. Reference is made to sexual consent within this unit.

ENGAGEMENT WITH PARENTS

Parents/carers will be informed before puberty sessions in Year 6 so that they can engage with children at home about the topics covered. Parents have access to the policies and the curriculum planning via the Town Close School website. In addition, the policies and curriculum planning is sent directly to parents at the start of every academic year. Information Evenings will be run by the Head of Department every two years to explain what will be taught and sharing how some resources are used. The Head of Department aims to consult parents before the next policy review by completing a parental survey.

*Last reviewed in September 2022
Next review September 2023*