



DANESHILL SCHOOL

RELATIONSHIP AND SEX EDUCATION (RSE) for KS3 and RELATIONSHIP EDUCATION (RE) for KS1 and 2 POLICY

Reviewed: September 2022

Next review date: September 2023

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

We recognise our responsibility to promote the spiritual, moral, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

1. What is Relationships and Sex Education? (RSE)

It is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the teaching of physical and emotional changes to the body, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity

2. Aims and Objectives for RSE

The aim of RSE is to provide children with **age appropriate** information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of RSE are:

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others (including safety online).
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier, safer lifestyle (including mental health).
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To support children to develop a strong sense of self and skills to buffer unhelpful messages about body image.
- To provide education on fitness and nutrition that has a positive focus upon energy, fun, social connection and health.
- To provide food in schools that is nutritious and balanced.
- To provide information/training for families that looks at how to support children to develop a positive body image and sense of self.
- To help pupils learn to recognise the early signs of body dissatisfaction and refer children and families to health professionals if necessary.
- To be prepared for puberty and adulthood.

3. Why should RSE be taught in school?

RSE begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. RSE provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to physical and emotional health and well-being and moral development.

Wide-ranging research has shown that children want information about changes and situations they will experience before they happen to them. A safe, supportive and structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss hormonal changes and relationships with their parents, many parents and children prefer the school to take a lead and provide a springboard for the discussion. A partnership between home and school and open dialogue between parent and child are the ideal.

A successful programme, firmly embedded in the school's personal, social, health, emotional and economic education (PSHE), will help children learn to respect themselves and others and allow them to move, with confidence, from childhood through adolescence into adulthood.

4. Moral and values framework

The DfE guidance states that RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of students. It should stress the importance of relationships for family life, stable and loving interactions, respect, love and care and the teaching of sex, sexuality and sexual health.

As part of RSE, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage. Therefore, pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of RSE within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community.

The teaching of RSE will encourage students to:

- Value and respect themselves.
- Value and respect others for who they are, not for what they have or what they can do.
- Value healthy sexual relationships which are based on mutual respect, care and goodwill.
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background.
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices.
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another.

The personal beliefs and attitudes of teachers or other teaching staff will not influence the teaching of sex and relationship education in this school. Teachers and all of those contributing to RSE are expected to work within an agreed values framework.

5. The organisation of RSE

- The PSHE coordinator is responsible for coordinating RSE.
- RSE is taught within the PSHE programme and therefore form tutors deliver RSE.
- Biological aspects of RSE are taught within the Science curriculum and some moral aspects are taught within the Religious Education curriculum.
- RSE is taught by classroom teachers (KS1) who may have teaching assistants and if appropriate, outside visitors.

6. Use of visitors

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.”

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The school will ensure that the visitors’ contributions to lessons are in line with the learning outcomes of the school’s PSHE and RSE programme. A teacher will be present during the lesson.

7. Teaching methodology

A range of teaching methods which involve children’s full participation are used to teach RSE. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning. RSE can be delivered either in mixed or single gender groups.

The school is committed to employing active learning methods which involve children’s full participation. It is essential that schools can help children develop confidence in talking, listening and thinking about sex and relationships. Before starting RSE lessons ground rules are discussed and agreed with the children. These ground rules will help the teacher create a safe environment which will minimise any embarrassment the children might feel.

- **Ground rules** help to create a safe environment for both teacher and pupil. They should be established with each class before RSE lessons commence.
- **Distancing techniques** help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, appropriate videos, etc. can help children to discuss issues in a depersonalised, safe environment.

- **Dealing with questions .**

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate; personal questions are not answered. If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse, child protection procedures should be followed as stated in Daneshill’s safeguarding policy. As the range of understanding may be considerable, a three level response to questions is advised:

1. Answer in class for all children to hear
2. Answer one-to-one away from other children
3. Refer back to parents/carers, with the child’s consent, to establish their willingness to have their child’s question answered.

- **Reflection**

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. We can provide an opportunity for reflection in the RSE programme and help pupils reflect on their learning by asking questions such as:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?

- What else do you think you need to think or learn about?

8. Terminology

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

9. Special Educational Needs and disabilities (SEND)

At our school, teaching and resources will be differentiated as appropriate to address the needs of children with special educational needs in order for them to have full access to the content of scheme.

Differentiation for children with SENDs should be planned for in terms of:

- Learning objectives
- Activities
- Teaching methods
- Resources

Activities should be broken down into small steps, giving children achievable goals and enabling teachers to monitor progress. Teaching assistants should support in ways appropriate to the needs of the individual. They should also be aware of the objectives of the lesson and activity.

10. Equal Opportunities

At our school it is our aim to provide a RSE programme which is accessible to all our children, regardless of race, gender, ability, culture or religion. Materials and resources for lessons should be chosen carefully avoiding stereotypical images. Teaching activities are aimed to ensure that they engage both boys and girls and at times single sex groups might be appropriate.

11. Confidentiality and Child Protection

In compliance with the school's Child Protection and Safeguarding Policy, staff can reassure children that their interests will be maintained and encourage and allow children to talk but are not able to ask leading questions in order to gain more information. Teachers must not guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff. Children should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with the Deputy Head (the Designated Safeguarding Lead), or in his absence the Head. Any suspicion of sexual abuse, either now or in the past, must be referred to the Designated Safeguarding Lead immediately.

12. Withdrawal of students from RSE and complaints procedure

Under the 1993 Education Act, parents have the right to withdraw their children from all or part of the school's RSE programme except those in the statutory National Curriculum (biological aspects of human growth and reproduction).

The school will inform parents/carers when aspects of the RSE programme are taught via a letter/email and will provide opportunities for parents/carers to view a list of topics and any

recourses which may be pertinent. If parents want to withdraw their child/children from our RSE programme, then this must be discussed with the class/form teacher and when appropriate the Deputy Head. Any complaints about the content or delivery of RSE should be addressed to the Head Teacher.

13. Links with other documents and policies

This policy can be read in conjunction with the schools PSHE Policy and SMSC Curriculum, as well as its Curriculum Policies (e.g. Science Department).

Documents and other policies that inform this RSE policy include:

Documents:

- Education Act (1996)
- Learning and Skills Act (2000)
- SRE Guidance (2000)
- Education and Inspections Act (2006)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2019)
- Children and Social Work Act 2017
- DfE statement on relationships education, relationship and sex education and PSHEE (2017)
- PSHE Association guidance on writing your school's relationship and sex education policy (2017)

Policies:

- PSHE and RSE Policy
- Safeguarding Policy
- Behaviour and Exclusions Policy
- Anti-Bullying Policy
- Curriculum Policy