



'ALIS VOLAT PROPRIIS'

SEATON HOUSE SCHOOL

Relationship and Sex Education
Policy

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Reviewed by: RSE lead, Head & SLT

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Our commitment

This Relationships and Sex Education Policy explains the aims of Relationship (and Sex) Education (RSE), and it complements the Personal, Social, Health Education and Citizenship policy (PSHE). It also describes what we teach and the approaches we use. This policy helps ensure that the whole school community (parents, staff, governors and pupils) have a shared understanding of this important area of the curriculum. The school's policy for Relationships (and sex) Education (RSE) is based on guidance from the DfE. Seaton House School is committed to providing all of our pupils with the confidence and ability 'to embrace the challenges of creating a happy and successful adult life, by equipping them with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy' (DfE 2020).

We will do this by:

- Ensuring that high quality, evidence-based and age-appropriate teaching of these subjects effectively helps prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Ensuring that the teaching of these subjects also promotes the spiritual, moral, social, cultural, mental and physical development of our pupils, at school and in society.
- Ensuring that RSE education is accessible for all pupils including those with special educational needs and disabilities.

Legislation and statutory guidance

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
This policy has been drawn up to comply with statutory and legislative requirements and guidance that covers this aspect of children's learning including:

Statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017.

The Children Act 1989 (and 2004 amendment), as amended by the Children and Social Work Act 2017.

Keeping Children Safe in Education 2020.

The Equality Act 2010, particularly the Public sector equality duty (PSED) (s.149 of the Equality Act) and the Special educational needs and disability (SEND) code of practice: HM Government 2014.

The Data Protection Act 2018 and General Data Information Protection Regulations.

What is RSE?

'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults' DfE 2020

The term relationship (and sex) education (RSE), acknowledges that the primary school approach focuses on clarifying attitudes and values, and developing self-esteem and the skills to manage healthy relationships.

Relationships Education is taught to help prepare children for their futures, and to ensure they have a clear understanding about what is and is not appropriate. This links to safeguarding as students are

given the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is taught by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families.

At Seaton House School we deliver Relationships Education as part of the PSHE and Science curriculums. The statutory content is taught at what we believe to be the appropriate age groups. Parents/carers can request to see the PSHE and Science schemes of work, which highlight the PSHE and Relationships Education coverage in each year group. It starts in the Early Years, thinking about feelings, working and playing together and developing children's self-esteem. As children grow up the curriculum extends to look at the physical and emotional changes that happen as we grow older, respectful relationships, caring friendships, online relationships and respecting ourselves and other people.

Aims of RSE:

- Explore their own and other people's attitudes and values
- Develop and practise personal and social skills
- To consider social and moral dilemmas
- To value and respect different types of relationships
- To foster respect and responsibility for myself/my body and for others
- To clarify myths and misconceptions
- To acquire the knowledge and skill necessary to develop successful relationships
- To encourage self-awareness and an understanding of how their actions affect others
- To develop decision making skills, including critical thinking, awareness of choices and how to act on decisions made
- To develop communication skills with peers, parents and other adults
- To be able to recognise, acknowledge and positively deal with emotions
- To understand the physical and emotional changes associated with puberty
- To create opportunities to ask questions and clarify ideas in a safe environment
- To know what help is available and how to access it

Content and delivery of the RSE programme (see appendix.1)

Where is RSE taught?

RSE forms part of our PSHE programme and is also complemented by work in circle time across the school. **Appendix 1** outlines the expectations for the end of the Primary Phase). RSE helps to ensure that it is delivered in the wider context of relationships and that pupils are prepared for the opportunities, responsibilities and experiences of adult life. There are specific areas such as life cycles and body parts which are covered within the science curriculum.

Who teaches RSE?

Form tutors will be responsible for delivering PSHE and Relationships Education lessons at an age appropriate level with sensitivity and taking account of the religious and cultural beliefs of all the families and the wider school community. Pupils may ask their teachers questions pertaining to sex or sexuality which go beyond what is set out for the Relationships Education. In this scenario, teachers will answer questions as discretely and honestly as possible and inform parents of the discussion that has taken place. Teachers are aware that effective Relationships Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a

disclosure of a child protection issue. In this situation, teachers will consult with the designated safeguarding lead.

How is RSE taught?

Before beginning RSE teachers establish 'ground rules' with their class to ensure a safe and comfortable teaching environment. In order to best engage pupils the curriculum has been carefully considered to meet pupils' needs and enable them to develop confidence in talking, listening and thinking about issues surrounding the subject. We use active and participatory methods allowing for both small and large group discussion and time for the pupils to reflect on what they have learnt. The welfare of our children is central to our policy and practice. However, teachers will not be able to promise complete confidence if they consider the child to be at risk. Teachers need to be mindful that if discussions raise issues of concern for a particular child they should follow the school's child protection procedures.

What is taught and when?

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and therefore is not taught in our RSE lessons.

RSE will be taught through PSHE lessons and will focus on teaching the fundamental characteristics of positive relationships. These include:

Developing respectful relationships

Caring friendships

Family relationships

Relationships with other children and adults

Being safe

Online relationships

The National curriculum for science also includes subject content in related areas. In Form V this includes: the main external body parts, the human body as it grows from birth to old age (including the main changes in boys and girls during puberty and to understand the menstrual cycle) and reproduction in some plants and animals and the development of a baby during pregnancy.

Exploring respectful relationships will include: understanding boundaries in friendships, in all contexts, including online. The girls will be taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse.

'Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing' (DfE 2020)

Procedures for withdrawal for Relationship (and sex) Education

There is no procedure for withdrawing children from Relationships Education. Relationship Education is compulsory and forms an important part of the curriculum and supporting the development of each child. However, 'Sex Education is not compulsory in Primary School' (DfE 2020). At Seaton House School we will not teach 'Sex Education' as part of RSE.

RSE, Equal Opportunities and Inclusion

All pupils have access to the RSE curriculum. We are committed to anti-discriminatory practice as outlined within the provisions of the Equality Act 2010. We ensure that there is no discrimination towards pupils because of their (or that of their parents) age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics). In planning for delivery of RSE, we make appropriate adjustments to alleviate disadvantage and adhere to the SEND Code of Practice.

We are also aware that some of our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Therefore, Relationships education is especially important for those pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities This is reflected within our planning for this subject.

Roles and Responsibilities

Working with Parents and Carers

Parents and Carers have an especially important role to play in RSE.

‘The role of parents in the development of their children’s understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.’ DfE 2020

The Role of the Head teacher

It is the responsibility of the head teacher and the governing body to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the head teacher’s responsibility to ensure that members of staff are given sufficient training, so that they can deliver the RSE programme effectively, and handle any difficult issues with sensitivity. Training is provided for teachers through school based and centrally provided INSET, through team-teaching and peer observation.

RSE Lead

Our RSE leader has the responsibility for collaborating with parents and external agencies on planning the curriculum for RSE. In collaboration with the Headteacher and other senior staff, the RSE lead has responsibility for:

- Implementing, monitoring and evaluating the impact and appropriateness of the RSE curriculum, reviewing provision as appropriate.
- Providing or sourcing appropriate training for colleagues as appropriate.
- Encouraging teachers to explore how new pedagogies and technology can be fully utilised to support the subjects.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.

Confidentiality and Safeguarding

It is important that for the effective teaching of RSE there must be a trusting relationship between the class teacher and the pupils. However, it is important for pupils and parents to understand that staff cannot always maintain confidentiality in light of safeguarding procedures.

Review process

This policy will be reviewed annually by the RSE Lead and SLT.

Evaluation and Assessment

Assessment is an integral part of teaching RSE and enables teachers to measure what pupils have learnt and decide what to teach next. The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community; this is carried out both by teachers and pupils.

Links with other policies

This policy also links to other policies and procedures. These may include:

PSHE	SEND	Staff code of conduct
Safeguarding and Child protection	Anti-bullying	Equal Opportunities
Curriculum	Behaviour	E-safety

Appendix 1 By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ● that families are important for children growing up because they can give love, security and stability ● the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. ● that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them. ● 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/civil partnership 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> ● how important friendships are in making us feel happy and secure, and how people choose and make friends. ● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, 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, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> ● the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ● 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.

	<ul style="list-style-type: none"> ● 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	<p>Pupils should know</p> <ul style="list-style-type: none"> ● that people sometimes behave differently online, including by pretending to be someone they are not. ● that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ● how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ● how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> ● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ● about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to 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 who they do not know. ● how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. ● where to get advice from e.g. family, school and/or other sources

