



Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

Relationships & Sex Education Policy

Governors' Committee:	C&S Committee
Adopted by the Governing Body on:	July 2020
Signed: (Chair of Committee)	
Signed: (Headteacher)	
Proposed date of review:	July 2022

A. RATIONALE

This policy is a statement of the aims, principles and processes for Relationship and Sex Education (RSE) at Castle Newnham School.

At Castle Newnham we believe that children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. High quality, evidence-based and age-appropriate teaching of RSE can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable us to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

We believe that RSE is the entitlement of all young people and we are committed to deliver it within the context of a broad and balanced programme of health education. As of September 2020, Relationships Education is compulsory in all primary schools in England, Relationships and Sex Education (RSE) is compulsory in all secondary schools and Health Education is compulsory in all state-funded schools.

Within RSE we support pupils in learning about different protected groups and promoting equality and respect. It must be taught sensitively and inclusively, with respect to the backgrounds and the beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

Relationships Education (Primary)

At Castle Newnham, the focus in primary 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, including online.

Health Education (Primary)

Alongside relationships, we believe that children should learn about the emotional, social and physical aspects of growing up which includes puberty, body ownership and safeguarding. Although we refer to our resources as relationship education, they also include elements of health education. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Relationships and Sex Education (RSE) (Secondary)

At secondary, RSE builds on the knowledge acquired at primary and further develops pupils' understanding of what a healthy relationship looks like; what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. Pupils are introduced to knowledge about intimate relationships, resisting pressure to have sex (and not applying pressure) and how to keep healthy, including sexual health and contraception. Pupils learn about the positive effects that good relationships have on their mental wellbeing and how to help themselves keep healthy and safe, both on and off line.

Confidentiality

In line with our Child Protection and Safeguarding Policy, teachers and health professionals are unable to offer absolutely confidentiality. Staff will ensure that children are aware of the different boundaries

of confidentiality when beginning RSE work with them. Staff will act in their pupils' best interests which may involve sharing information if a child is at risk of harm. Pupils will be told if information is to be shared (unless the pupil has significant special needs which would make this inappropriate) and will be offered appropriate support. See our Safeguarding and Child Protection Policy for further details.

Legislation

The Children and Social Work Act 2017 Section 34 provides for relationships and sex education to be taught in all schools in England.

Equality Act 2010

The policy links to:

- Teaching and Learning Policy.
- Child Protection and Safeguarding Policy
- PSHE Policy
- Equality Policy
- Anti-bullying Policy
- E-Safety Policy

B. AIM

Our aim with RSE is to help young people to be safe, healthy and happy as they grow up and to help our pupils make the right choices, develop confidence and self-esteem in their future lives.

Aims:

1. to ensure that RSE is an identifiable part of our PSHE education curriculum, which has planned lessons across all the Key Stages
2. to ensure RSE is taught by staff who are regularly trained in RSE with expert visitors invited in to enhance and supplement the programme where appropriate
3. to work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
4. to deliver lessons where pupils feel safe and encourage participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills in a sensitive and age appropriate way.
5. to ensure that lessons are based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
6. to promote safe, equal, caring and enjoyable relationships and to discuss real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
7. to give a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
8. to give pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.

9. to include learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
10. to foster gender equality and lesbian, gay, bisexual, trans (LGBT+) equality and challenge all forms of discrimination in RSE lessons and in every-day school life.
11. to meet the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities (SEND)
12. to seek pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

C. PRINCIPLES

The principles and values which underpin good quality RSE at Castle Newnham School should:

1. be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age of the pupils.
2. be provided within a learning environment which is safe for the pupils and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.
3. include the development of skills to support healthy and safe relationships and ensure good communication about these issues.
4. provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
5. be accurate and factual, covering a comprehensive range of information about relationships, sex, the law and sexual health.
6. be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
7. promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
8. ensure our pupils are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
9. be relevant and meet the needs of our pupils, and actively involve them as participants, advocates and evaluators in developing good quality provision.
10. be delivered by competent and confident teachers and guest speakers.
11. assess pupils' progress and learning in RSE regularly against the appropriate learning outcomes, using a variety of methods.
12. be delivered in mixed ability and mixed gender groups. When appropriate some teaching may take place in single gender groups.

D. PROCESSES – PRIMARY

In relationships education primary pupils have the opportunity to learn about:

- Families and people who care for me
- Caring Friendships
- Respectful friendships
- Online relationships
- Being Safe

Primary pupils are taught the following topics:

In EYFS:

- Family and friends
- My emotions
- Identities and diversity

In Year 1:

- Family and friends
- Parents, carers and families
- Diversity and communities
- Personal safety
- Anti bullying
- Growing up

In Year 2:

- My emotions
- Personal responsibilities
- Parents, carers and families
- Anti bullying
- Growing up

In Year 3:

- Family and friends
- Diversity and communities
- Anti bullying
- Body awareness and image (health education)
- Body functions, changes and personal hygiene (health education)

In Year 4:

- My emotions
- Personal responsibilities
- Parents, carers and families
- Anti bullying
- Growing up (health education)

In Year 5:

- Identity, stereotypes and media influence
- Personal responsibility and safety
- Family and Friends
- Managing changes
- Emotions
- Relationships and support networks
- Anti-bullying

- Body knowledge, changes and personal hygiene (health education)

In Year 6:

- Identity, stereotypes and media influence
- Personal responsibility and safety
- Family and Friends
- Managing changes
- Emotions
- Relationships and support networks
- Anti-bullying
- Body knowledge, changes and personal hygiene (health education)

Explanation of the right to parental right to withdraw (Primary)

Under The Children and Social Work Act 2017, parental rights to withdraw are:

- parents will be able to withdraw their child from primary classes which address sex education - i.e. those that do not sit within the relationships education or health education curriculum.
- parents will not be able to withdraw their child from relationships education in primary.
- maintained primary schools are required to teach National Curriculum science, which includes some elements of sex education. Parents do not have a right to withdraw from this.

E. PROCESSES – SECONDARY

For guidance we refer to the core theme of Relationships in the PSHE Association's Programme of Study for key stage 3 and 4. RSE is taught during PSHE lessons (Personal Development lessons) and delivered by class teachers. In RSE lessons pupils have the opportunity to learn about:

- Healthy relationships
- How to recognise and manage emotions within a range of relationships
- The concept of consent
- How to make informed choices about sexual health including contraception
- How to keep themselves and others safe, including protection for sexually transmitted infections
- How to identify and access help, advice and support.

In Year 7 pupils are taught the following topics:

- Relationships including friendship and bullying
- Diversity
- Valuing ourselves
- Consent
- Relationships online, including how to protect themselves and who to look to for support

In Year 8 pupils are taught the following topics:

- Different forms of discrimination and how to confront this

- 'Group' think and the impact that their peers can have on their decisions
- Pressure and consent - how to give consent and how to ask for it
- Healthy Sexual relationships including sexually transmitted infections and diseases and how to protect oneself if engaging in a sexual relationship with contraception
- Abstinence as a valid choice in sexual relationships
- Healthy sexual relationships online

In Year 9 pupils are taught the following topics:

- Relationships in the family including support for bereavement, recognising abuse in the home and strategies to prevent running away when there is conflict in the home
- Healthy sexual relationships including STI's and Contraception
- Recognising healthy and unhealthy romantic and sexual relationships, addressing concerns in relationships and seeking support for unhealthy and abusive relationships
- Managing online relationships

In Year 10 pupils are taught the following topics:

- Healthy Sexual relationships: Disrespect NoBODY covering healthy relationships, consent and sharing of sexual images
- Safer sex including contraception
- Fertility, pregnancy and parenting

In Year 11 pupils are taught the following topics:

- Healthy relationships, coercive relationships and where to seek help for unwanted attention
- Toxic masculinity and the impact on relationships
- Gender identity and gender dysphoria
- Changes in the family including adoption and fostering

Explanation of the right to parental right to withdraw (Secondary)

Under the Children and Social Work Act 2017, parental rights to withdraw from RSE are:

- parents will not be able to withdraw their child from relationships education or health education in secondary school
- at secondary level parents will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science in maintained schools). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16)

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Once discussions between home and school have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the 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, our school will make arrangements to provide the pupil with sex education during one of those terms.

F. MONITORING, ASSESSMENT & EVALUATION

In order to monitor, assess and evaluate RSE at Castle Newnham teachers will:

- a. critically reflect on their work in delivering RSE through regular PSHE working party meetings.
- b. give pupils opportunities to review and reflect on their RSE learning during lessons and consider pupil feedback
- c. give pupils regular self assessment tasks in order to monitor pupil progress
- d. regularly use pupil voice to adapt, amend and update planned learning activities.
- e. keep parents/carers informed and consult regularly regarding RSE lessons so that they are given every opportunity to understand the purpose and content of relationships education and RSE.
- f. consult parents in developing and reviewing the RSE policy ensuring that it meets the needs of pupils and parents and reflects the community they serve.
- g. work with a nominated governor who will have a link role between school and the governing body.

Appendix:

Relationships Education, Relationship and Sex Education (RSE) and Health Education guidance 2019

[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](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)

The policy will be reviewed every two years by the Senior Leadership Team.