



**PERSONAL, SOCIAL, HEALTH &
ECONOMIC EDUCATION (PSHE)
AND
RELATIONSHIPS AND SEX
EDUCATION (RSE)**

Reviewed by: L Hudson	Date: Apr 2022	Next review: Apr 2023
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Introduction:

This policy covers Adcote School's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE). It is written by the PSHE Coordinator, Miss Sally Roberts. It sets out the school's aims of PSHE and RSE education and its intended outcomes. It will be reviewed annually and will be updated in accordance with statutory guidelines and legislation.

Legislation:

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'. The Independent School Standards (April 2019) requires that PSHE is provided for all pupils at a school and that the school's approach to PSHE should reflect its aims and ethos. It requires schools to ensure pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British society. It is a requirement that the PSHE curriculum should be designed to encourage respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Children and Social Work Act 2017, makes Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education from September 2020. This also makes Health Education compulsory in all schools. The regulations and guidance in relation to Health Education do not apply to Independent schools - PSHE is already compulsory as Independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. However, the principles set out in the Department of Education's Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education which was published in June 2020 were used to inform and review our existing curriculum.

At Adcote School, RSE is delivered as part of the PSHE programme with full details contained within this policy.

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from Year 8 (12-13 year olds) to Year 13 (17-18 year olds). The Independent School Standards (2019) requires that pupils receiving secondary education should have access to up-to-date careers guidance that:

- is presented in an impartial manner;
- enables them to make informed choices about a broad range of career options;
- helps to encourage them to fulfil their potential.

At Adcote, careers education is embedded in the PSHE curriculum.

Policy Availability:

This policy is available to parents upon request and is published on the school's website.

Rationale:

At Adcote School we believe that Personal, Social, Health and Economic Education (PSHE) helps pupils to lead confident, healthy and responsible lives as individuals and members of society. Through work in lesson time and a wide range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. PSHE/RSE gives pupils opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops pupils' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and careers.

We recognise that today's children and young people are growing up in an increasingly complex world and their lives both online and offline presents many positive and exciting opportunities, but also challenges and risks. Pupils need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our PSHE/RSE programme is age and developmentally appropriate with respect to the backgrounds and beliefs of pupils and parents. The PSHE/RSE programme helps in giving them the knowledge, skills and understanding to lead confident, healthy, independent lives and become informed, active and responsible citizens in the community.

Aims & Objectives:

The school curriculum should aim to provide opportunities for all pupils to learn and to achieve. The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. These two aims reinforce each other and the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. Developments in both areas are essential to raising standards of all pupils.

The PSHE/RSE curriculum is in line with, and contributes to the school's CLEAR learning. Through PSHE/RSE education, pupils will develop personal skills and attributes including: resilience; empathy and compassion; respect for others; employability skills; enterprise skills; valuing and respecting diversity; organisation and time management and decision making.

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE/RSE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Entitlement & Equality of Opportunity:

Adcote School strives to ensure that we do the best for all our pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. We aim to ensure that our PSHE/RSE education will be sensitive to the different needs of individual pupils and ensure that no pupil is discriminated against.

We take due regard and comply with the relevant requirements of the Equality Act 2010 which ensures that pupils are not discriminated against because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. These are collectively known as the protected characteristics. We are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and our PSHE/RSE programme takes positive action to build a culture which ensures that these are not tolerated, and any occurrences are identified and tackled. Students are encouraged to respect diversity. Staff are aware of the important role they have to play in modelling positive behaviours and will not let any differing personal beliefs and attitudes influence their teaching. All prejudicial views and discrimination will be challenged and dealt with in line with the school's policies.

Pupils with special educational needs:

Pupils with special educational needs follow the same PSHE/RSE education programme as all other pupils but careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. We are aware that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their needs and these factors are taken into consideration when teaching the PSHE/RSE programme. Pupils with English as an additional language will be supported to ensure they can fully access the lessons.

Curriculum Design:

The PSHE/RSE programme is delivered in timetabled 'CLEAR' lessons and is taught in three core themes within which there is broad overlap and flexibility. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. These three themes are:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The 'Health and Wellbeing' theme focuses on the characteristics of good physical health and mental wellbeing. The 'Relationships' strand focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. The 'Living in the Wider World' focuses on developing the skills and understandings needed to function successfully in modern society. Pupils are taught about roles and responsibilities, actions and consequences of law and order. Further details on what is taught under these themes can be found in the Curriculum Map in Appendix C to this policy and in the full schemes of work.

For Years 3 – 11, these themes are taught and rotated on a half-termly basis. This is shown in the Curriculum Map which can be found in Appendix C to this policy.

For Years 12 and 13, pupils also develop their knowledge, understanding and skills under the three core themes but the organisation of this is at the discretion of the Year 12 and 13 teachers of PSHE to ensure the programme fits in with other activities such as UCAS applications and visits from universities. The Sixth Form programme prepares pupils to lead independent lives as they prepare to leave school, ensuring they are fully prepared for future study and work.

The PSHE/RSE curriculum is devised from the PSHE Association's Programme of Study and from this full Schemes of Work are created by the PSHE Coordinator and sent out to teaching staff prior to the start of each term. These act as a guidance as to what should be taught but teachers should use their discretion

as certain issues may arise which may need to be addressed in PSHE/RSE lessons. Teachers of PSHE/RSE are asked to complete a 'Work Covered' document each term and return to the PSHE Coordinator. This should include a brief detail of what was covered in each lesson and is useful in reviewing the curriculum.

In addition to this, there are also focus weeks throughout the year such as Restart a Heart Day, UK Parliament Week and Anti-Bullying Week.

Provision:

At Adcote School PSHE/RSE is delivered with a whole-school approach which includes:

- Curriculum time: this takes the form of a weekly lesson for each year group. The programme is delivered as part of our CLEAR learning programme in the 'CLEAR' lessons. Pupils have a one-hour lesson each week. These sessions are taught through a spiral programme, learning is organised into a series of recurring themes, each lasting half a term, which pupils experience every year. At each encounter of the theme, the learning of the particular theme is progressively deepened. For example, in the 'Health and Wellbeing' theme, Year 4 explore healthy and balanced eating whilst Year 9 explore body image and eating disorders within the theme.
- Through other subjects/curriculum areas: other subjects can also contribute to PSHE and can be effective in reinforcing aspects of the PSHE/RSE programme. For example, health education can complement what is taught through PE by developing core knowledge and broader understanding that enables people to lead healthy, active lives.
- Through activities and whole-school events: residential experiences, visits and whole-school days such as Challenge Days provide many opportunities for pupils to plan and work together, develop and maintain relationships under different circumstances and discover new qualities and characteristics through volunteering and participating. These opportunities also enable pupils to use and develop essential skills such as leadership, team-work and resilience.
- Through pastoral care and guidance: this is an area where all staff, both academic and support may be involved in.
- Through involvement in the wider life of the school and extra-curricular activities.
- Assemblies and talks from visiting speakers.

Teaching Methods and Learning Approaches:

Good teaching relies on using appropriate methods for the aims and objectives of the lessons. All teachers are encouraged to develop a repertoire of flexible, active learning methods. We aim to create a safe and supportive environment. We take into account the maturity, development, age and readiness of each group when delivering the PSHE curriculum. Schemes of Work include suggested activities and methods.

Effective learning and teaching approaches include:

- Effective starting and ending strategies
- High order questioning skills
- Climate building and ground rules
- Working together
- Information gathering and sharing
- Consensus building
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation

Methods:

- Circle Time
- Drama and role-play
- Discussions and debates
- Problem solving activities

We also encourage pupils to take part in a range of activities which promote active citizenship such as charity fundraising activities and planning school assemblies.

Teaching Responsibility and Staff Training:

Teaching staff are given regular opportunities to develop their skills in the delivery of PSHE/RSE. They will be kept up-to-date with any changes in curriculum in line with statutory guidelines and legislation and are provided with support and guidance on the teaching of specific issues within PSHE/RSE. Teachers of PSHE/RSE also contribute to any revisions to the PSHE/RSE programme by asking them for feedback on topics they feel should be covered with different year groups. Those teaching PSHE/RSE are also provided with guidance documents on teaching particular topics and are given information on CPD courses.

Learning and Teaching:

Handling complex issues safely in the classroom: PSHE/RSE education includes the teaching of complex, controversial and sensitive issues and teachers must be aware of how topics have the potential to be sensitive for pupils. In addition to the PSHE/RSE curriculum, there may be issues arising from the news or media which may capture pupils' attention or cause them concern which they may wish to discuss. We feel that it is vital that our pupils are able to have these discussions and the PSHE/RSE curriculum is important in developing pupils' knowledge, skills and confidence in complex and sensitive issues. Teachers should be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/RSE.

The PSHE Association's guidance on '*Handling complex issues safely in the PSHE education classroom*' is shared with all staff who deliver PSHE and provides practical guidance on the teaching of complex and sensitive issues.

Establishing a safe and supportive learning environment: it is important for teachers to establish a safe and supportive learning environment as this helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. It helps to develop pupils' confidence to ask questions, challenge information, draw on their own personal experience and express their own views and opinions. A safe and supportive learning environment is established by:

- Establishing ground rules at the start of lesson on expectations of how pupils will behave towards each other during discussions.
- Provide opportunities for pupils to discuss in small groups as well as whole class discussions.
- Make boxes available in which pupils can place anonymous questions or concerns.
- Provide access to balanced information and differing views to help pupils clarify their own opinion, (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form.
- Teachers are in an influential position to pupils and should therefore be cautious about expressing their own views.
- Be sensitive to the needs of all pupils and be aware that some pupils may have direct experience of particular issues.
- Always work within the school's policies on safeguarding and confidentiality and ensure pupils understand policies on disclosure of confidential information.
- Make pupils aware of reliable sources of support both inside and outside the classroom.

Teaching staff are provided with a copy of the PSHE Association's, '*Handling complex issues safely in the PSHE education classroom*' which provides guidance on establishing a safe and supportive learning environment.

Confidentiality and handling disclosures: due to the nature of PSHE/RSE education, learning may result in pupils seeking advice or support on a specific personal issue. Teachers are aware that they cannot promise absolute confidentiality to pupils and if a pupil makes a disclosure procedures set out in the school's Safeguarding (Child Protection) Policy should be followed.

Ground rules and distancing techniques: ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils. They also help in effectively managing discussions which may lead to strong opinions. At the start of the academic year in their first CLEAR lesson, pupils and teachers develop ground rules together which pupils are then frequently reminded about. Examples of ground rules include:

- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.

In PSHE/RSE lessons, distancing techniques such as stories, scenarios, clips from TV programmes are used. The fictional characters and storylines stimulate discussions whilst 'de-personalising' discussions, allowing pupils to engage more objectively with the lesson content.

Managing difficult questions: It is important that pupils feel able to ask any questions that they wish and that their questions are valued. Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to the PSHE Coordinator if they have any concerns. Teachers may at times use an anonymous questions box for pupils to ask questions. In dealing with questions teachers should:

- Establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Thank them for the question and check you have understood what they are asking and what they think the answer is
- Give a factual, age-appropriate answer when you can.
- Buy time if necessary: explain you do not know the answer/are not sure how best to answer and that you will find out more and respond later.
- Set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Encourage pupils to write down questions anonymously and post them in a question box. The teacher then has time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Any safeguarding concerns should be passed on to the Designated Safeguarding Lead in line with school policy.

Resources:

To support teaching staff in the delivery of the PSHE/RSE programme, a wide range of resources and materials are provided. Links to suggested resources are included in the Schemes of Work and made available to teaching staff on the shared Google Drive. These resources are regularly reviewed and updated by the PSHE Coordinator. The shared Google Drive also allows teachers to share resources with each other and guidance documents are also provided here.

Student Voice:

We see the views of pupils as extremely important in the shaping of our PSHE/RSE Programme to ensure that it meets their needs and priorities. At the start of the academic year, pupils are given the opportunity to share their ideas and opinions on PSHE/RSE education through the use of questionnaires. The results from these are then collated and reviewed by the PSHE Coordinator and any necessary adjustments and adaptations are made to the programme. Questionnaires are then used at the end of the academic year as a further way of reviewing the PSHE/RSE programme.

Working with external agencies:

External contributors from the community such as health promotion specialists, community police and fire officers, can make a valuable contribution to enhancing the PSHE/RSE curriculum and may be used at times. Where they are used, teachers must always be present during these sessions and remain responsible for the delivery of the PSHE/RSE curriculum. All visitors will be checked in line with the school's policy for visitors in school.

Assessment and reporting:

Assessment in PSHE/RSE focuses on students being given opportunities to reflect on their learning and identify the progress they have made in their understanding and confidence in topics. It is further useful in increasing students' motivation and improving learning as it increases their awareness of their own progress and this helps to illustrate the value of their learning. It is further useful as a way of teachers feeling confident that learning has taken place and to identify future learning needs. Baseline assessments are used to identify students current level of understanding and opportunities are then given during lessons for students to demonstrate the progress of their learning. Assessment of learning then takes place at the end of the lesson/topic to measure the progress from the baseline assessment. This can be done in various forms and further guidance and examples are provided in the 'Guidance on Assessing, Monitoring and Reporting on PSHE/RSE'.

Although pupils are not formally assessed in the subject, assessment is important in identifying pupils' progress and ongoing needs. Teachers assess pupils' knowledge and understanding, e.g. information on health and understanding of health and safety procedures through discussions and activities in lessons. Teachers can also assess pupils in how effectively they use the knowledge, understanding and skills they develop, e.g. through participating in discussions, group activities, resolving conflicts, making decisions and forming positive relationships. Teachers can also observe pupils' progress of these skills as pupils apply them in other areas of the curriculum and extra-curricular activities.

As the PSHE/RSE curriculum aims to develop pupils' personal attributes and skills, PSHE lessons dedicate time to allow pupils to reflect on this. Pupils regularly review and reflect on the personal targets which they set themselves each term, these are both personal targets and CLEAR targets. Personal tutor meetings, parents' evenings and reports to parents will include comments on students' progress and attainment in the knowledge, understanding skills and attributes which the PSHE/RSE curriculum aims to develop.

Students' progress is reported to parents in the half term and end of term reports. Students are graded 'Emerging' 'Secure' or 'Advanced' in the subject based on their knowledge and understanding of the topics covered in lessons.

Involving parents and carers:

We recognise that parents and carers are the prime educators for children and we are committed to working with parents to build on what pupils learn at home. We work with parents and carers by:

- Making this PSHE/RSE policy available via the school's website.
- Answer any questions they have regarding the PSHE programme.
- Notify parents when Sex Education will be taught.
- 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.
- Discuss concerns regarding curriculum content/delivery and acknowledge the parental right of withdrawal from sex education.
- Half term and end of term reports.
- Parents online webinars and workshops.

Further information on the right to withdraw is set out in the Relationships Education, Relationships and Sex Education statement.

Monitoring and evaluation:

The PSHE/RSE programme will be monitored by the PSHE coordinator with schemes of work reviewed annually to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school. The programme will be monitored and evaluated in line with statutory guidance and also through discussions with those teachers responsible for delivering the programme.

Safeguarding:

Due to the nature of the subject, teachers are aware that sometimes disclosures may be made during CLEAR sessions. All teaching staff are aware that if a pupil makes a disclosure then procedures set out in the school's Safeguarding (Child Protection) Policy should be followed. If a member of staff has any concerns about a pupil, these should be discussed with the Designated Safeguarding Lead.

Role of the PSHE Coordinator:

The Coordinator will:

- Raise awareness amongst all staff of their contribution to pupils' personal and social development and agree with the overall aims, objectives and priorities of the PSHE programme.
- To develop and lead a creative and inspirational PSHE programme for Year 3 to Year 13 and organise its delivery.
- To liaise regularly with pupils and staff to continually review and evaluate the PSHE programme to ensure that it remains current, up-to-date and relevant to our pupils.
- Create a PSHE programme which reflects current government guidance and legislation.
- Establish a shared view of best practice to which all pupils are entitled.

- Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support for staff.
- Identify opportunities for PSHE learning beyond the classroom.
- Monitor and evaluate the programme, including the use of outside agencies, and pupils' and staff responses to the programme.
- Select, deploy and update resources to support teaching and the delivery of the programme.

Other related policies:

All subject policies should indicate their contribution to PSHE in school. These are outlined in departmental handbooks. The following whole-school policies support PSHE education:

- Drug Education
- Safeguarding and Child Protection
- Equal Opportunities
- Inclusion
- Behaviour Policy
- Health and Safety
- Bullying
- Online Safety
- Careers Education
- Gender Identity

Relationships Education and Relationships and Sex Education (RSE)

As an Independent school we must provide Relationships Education to all those receiving primary education (Years 3 - 6) and Relationships and Sex Education to all those receiving secondary education (Years 7 - 11). This is statutory under sections 34 and 35 of the Children and Social Work Act 2017. The statutory requirements do not apply to our Sixth Form, however as part of our PSHE/RSE curriculum, elements of Relationships and Sex Education are taught to these year groups as a way of fully preparing these students for adult life. .

Definition:

We define Relationships and Relationships and Sex Education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Aims:

- To prepare children and young people for the physical and emotional changes they undergo at puberty.
- To provide young people with the information and skills they need to develop healthy, nurturing relationships of all kinds.
- To prepare young people for the challenges, opportunities and responsibilities of adult life.
- To positively impact pupils health and wellbeing, and their ability to achieve.
- To support the safeguarding of children and young people, enabling pupils to learn about safety and risks in relationships.
- To help foster pupil wellbeing and develop resilience so that pupils are happy, successful and productive members of society.

Relationships Education (Primary):

In Year 3 - 6, Relationships Education focuses on the fundamental building blocks and characteristics of positive relationships, focusing on friendships, family relationships, and relationships with other children and adults. Pupils are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. We recognise that by the end of Year 6 many children will already be using the internet and we ensure that teachers address online safety and appropriate behaviour. When teaching about families we ensure that pupils' circumstances are taken into consideration, recognising that families can take many forms such as those headed by grandparents, single parent families and foster parents.

Relationships Education also develops character traits and positive personal attributes including resilience, helping pupils believe they can achieve, courage, generosity and trustworthiness. It also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing. Pupils are taught the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. For primary aged pupils this focuses on boundaries and privacy, understanding that they have rights over their own bodies. Pupils develop their knowledge on how to report concerns and seek advice when they suspect or know that something is wrong.

As part of our Science Curriculum, Year 5 are taught about puberty and how the human body as it grows from birth to old age. In Year 6, pupils are taught about human reproduction. Our PSHE/RSE programme complements what is taught in science lessons, for example, pupils are taught about the emotional changes during puberty and how to access support and information.

Appendix A is from the Department for Education's, 'Relationships Education, Relationships and Sex Education (RSE)' statutory guidance which sets out what should be covered by the end of primary school. This is then built into our PSHE programme under both the 'Health and Wellbeing' and 'Relationships' themes, ensuring the topics are age and developmentally appropriate. The Curriculum Maps in Appendix C to this policy shows how these topics are then built into our programme, taking into account the age and needs of our pupils.

Relationships and Sex Education, RSE (Secondary):

In Years 7 - 11, Relationships and Sex Education (RSE) aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. Pupils are taught about contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). This helps pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Effective RSE does not

encourage early sexual experimentation but teaches young people to understand human sexuality and how to develop safe, healthy sexual relationships, at the appropriate time.

RSE provides a clear progression from what is taught in primary school Relationships Education and builds on this so that at the appropriate time, pupils are taught about intimate relationships. Teaching helps pupils to understand the benefits of healthy relationships to their mental wellbeing. As in Years 3 - 6, pupils develop character traits and personal attributes such as resilience, honesty, courage, trustworthiness and self-respect. Pupils are taught about the facts and law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. Internet safety is also addressed with pupils being taught the rules and principles for keeping safe online including how to recognise risks, harmful content and contact, and how and to whom to report issues.

Appendix B is from the Department for Education's, 'Relationships Education, Relationships and Sex Education (RSE)' statutory guidance which sets out what should be covered by the end of primary school. This is then built into our PSHE programme under both the 'Health and Wellbeing' and 'Relationships' themes, ensuring the topics are age and developmentally appropriate. The Curriculum Maps in Appendix C to this policy shows how these topics are then built into our programme, taking into account the age and needs of our pupils.

Right to Withdraw:

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. If a parent makes a request, this should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and as appropriate, with the pupil, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented and a record will be kept. In the discussion with the parents, the headteacher will outline the benefits of receiving this education and the detrimental effects that withdrawal from lessons may have on the child, e.g. social and emotional effects of being excluded from lessons and the likelihood of the child hearing their peers' version of what was said in class. If after the discussion, the parent would still like the child to be withdrawn, this decision will be respected.

Parents can withdraw their child from sex education up to and until three terms before the child turns 16. After this, if the child wishes to receive sex education rather than be withdrawn, arrangements will be made to provide the child with sex education during one of those terms. Requests to withdraw a pupil from any sex education delivered in Years 3 - 6, other than part of the science curriculum, will automatically be granted. If a pupil is withdrawn, they will be provided with appropriate and purposeful work during this period. There is no right to withdraw from Relationships Education.

Appendix A

Relationships Education - by the end of primary school pupils should know:

Topic	Pupils should know:
Families and people who care for me	<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.● 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 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.
Caring friendships	<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, kindness, generosity, 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	<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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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. • 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	<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	<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 (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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Appendix B

Relationships and Sex Education (RSE) - by the end of secondary school:

Topic	Pupils should know:
Families	<ul style="list-style-type: none">● that there are different types of committed, stable relationships.● how these relationships might contribute to human happiness and their importance for bringing up children.● what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.● why marriage is an important relationship choice for many couples and why it must be freely entered into.● the characteristics and legal status of other types of long-term relationships.● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.● how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships	<ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • 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 people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.

Being safe	<ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. that they have a choice to delay sex or to enjoy intimacy without sex. the facts about the full range of contraceptive choices, efficacy and options available. the facts around pregnancy including miscarriage. that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. how the use of alcohol and drugs can lead to risky sexual behaviour. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

