

# Relationships and Sex Education Policy



<b>Approved by:</b>	<b>Teaching and Learning Governors</b>
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## Contents

1. Aims.....	2
2. Statutory requirements .....	2
3. Policy development.....	3
4. Definition.....	3
5. Curriculum.....	3
6. Delivery of RSE .....	5
7. Roles and responsibilities.....	6
8. Parents’ right to withdraw .....	7
9. Training .....	8
10. Monitoring arrangements.....	8
Appendix 1: Curriculum map.....	9
Appendix 2: By the end of primary school pupils should know .	11 <b>Error! Bookmark not defined.</b>
Appendix 2: By the end of secondary school pupils should know .....	11 <b>Error! Bookmark not defined.</b>
Appendix 3: Parent form: withdrawal from sex education within RSE .....	112

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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The Valence school values underpin and support the RSE aims:

**Respectfulness - Resilience - Independence - Positivity - Passion**

### 2. Statutory requirements

As a maintained **primary** school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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As a maintained **secondary** school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

### **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to and make recommendations on the content of the policy
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE, through an anonymous student survey.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

### **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, understanding, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

#### **Relationship and Sex Education – Primary**

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The school has a sex education

programme tailored to the age and the physical and emotional maturity of the pupils. All pupils are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

### **Relationship and Sex Education – Secondary**

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE at Valence school enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in relationships. This will help 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. RSE does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This is delivered in a non-judgmental, factual way and allows scope for young people to ask questions in a safe environment. Teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously. RSE provides clear progression from what is taught in primary school in Relationships Education. Teachers build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils are also taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching enables pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They are also taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing. Relationships Education is underpinned by the wider Valence Values Respectfulness - Resilience - Independence - Positivity – Passion. Pupils are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity are explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it is recognised that young people may be discovering or understanding their sexual orientation or gender identity. There is equal opportunity to explore the features of stable and healthy same sex relationships. The applicable law is taught in a factual way so that pupils are clear on their rights and responsibilities as citizens. Pupils are well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and

choices permitted by the law around pregnancy. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are also addressed sensitively and clearly. The school addresses the physical and emotional damage caused by female genital mutilation (FGM), where to find support and the law., pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. We are mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support. Internet safety is also addressed. Pupils are taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

For more information about our curriculum, see our curriculum map details in Appendix 1.

## **6. Delivery of RSE**

### **Simmonds and Hawking pathway**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also covered in the appropriate part of the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained SRE teacher.

#### **In our primary department:**

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Physical and emotional changes in puberty
- Human reproduction and birth

For more information about our RSE curriculum, see Appendices 1 and 2.

#### **In our secondary and post 16 phase:**

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

Managing difficult questions. Pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

The school has a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Our teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups is utilised. The school carefully considers what is appropriate and inappropriate in a whole-class setting, and provides teachers with support and training in answering questions that are better not dealt with in front of a whole class.

There may be repetition of resources to ensure that the level of understanding for each student is matched with their physical maturity, these are sometimes not closely matched and need careful differentiation for each class group, this may be through resources, vocabulary or the way the topic is introduced and covered. Each year there will be an element of over-learning particularly to take into account the mixed year groups of the students. Where necessary re-grouping of students may occur to closer match their understanding and learning need. This detailed individual planning cannot be fully covered in Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

**Keller pathway** RSE will be delivered within the IMPACTS strand, Personal social and Emotion Wellbeing.

**Star class** follow the EYFS curriculum and RSE is covered within the Personal, Social and Emotional Development (PSED) strand.

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy and hold the principal to account for its implementation.

## 7.2 The principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

## 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the principal, likewise the support staff who will be supporting the students within the lessons.

The PSHE programme is delivered by the class teacher for students in Keller, Galaxy, Simmonds 1, Hawking 1, and through the PSHE teacher for all other classes. The PSHE programme including RSE is planned by the PSHE coordinator, and the Pathway leads.

## 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 8. Parents' right to withdraw

### Primary

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the principal.

Alternative work will be given to pupils who are withdrawn from sex education.

### Secondary and post 16

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Staff are trained on the delivery of PSHE / RSE as part of their induction and it is included in our continuing professional development calendar.

The principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by The Teaching & Learning Leadership Team (TLLT) through planning scrutinies, learning walks, lesson observation and student progress.

Pupils' development in RSE is monitored by class teachers and RSE specialist as part of our internal assessment systems.

This policy will be reviewed by Assistant Principals on a three yearly basis (unless there is a need to review early as a result of statutory changes). At every review, the policy will be approved by Governors in the Teaching & Learning Committee.



## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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The following gives an overview; this will be reviewed to reflect the individual students needs at the time and resources change as assessment for learning and assessment of learning determine the level of understanding for each student and the next steps required.

Resources used are a pick and mix of ideas and resources that can be used with the group or individuals – additional resources will be added as they are purchased or developed.

We also use dolls which are anatomically correct:

<http://www.claudiaskids.com/> and [http://bodysense.org.uk/wordpress/?page\\_id=129](http://bodysense.org.uk/wordpress/?page_id=129)

Many resources are referred to in Great Relationships and Sex Education: Alice Hoyle and Ester McGreeney 200+ activities for educators working with young people.

The majority of resources used are signposted from the PSHE Association, such as Medway Public Health Directorate- Relationships and Sex Education, and NSPCC Talk Relationships.

**Simmonds and Hawking class** programs are delivered in individually planned, bespoke Medium-Term Plans, to respond to the current, relevant next steps for the cohort.

Please see the Long-Term Plans for PSHE, which include RSE, and the half termly class Curriculum Overviews on the website.

For more information or to view the materials and resources currently being used in lessons, please contact the school to arrange a meeting. As a school community, we are committed to working in partnership with parents.

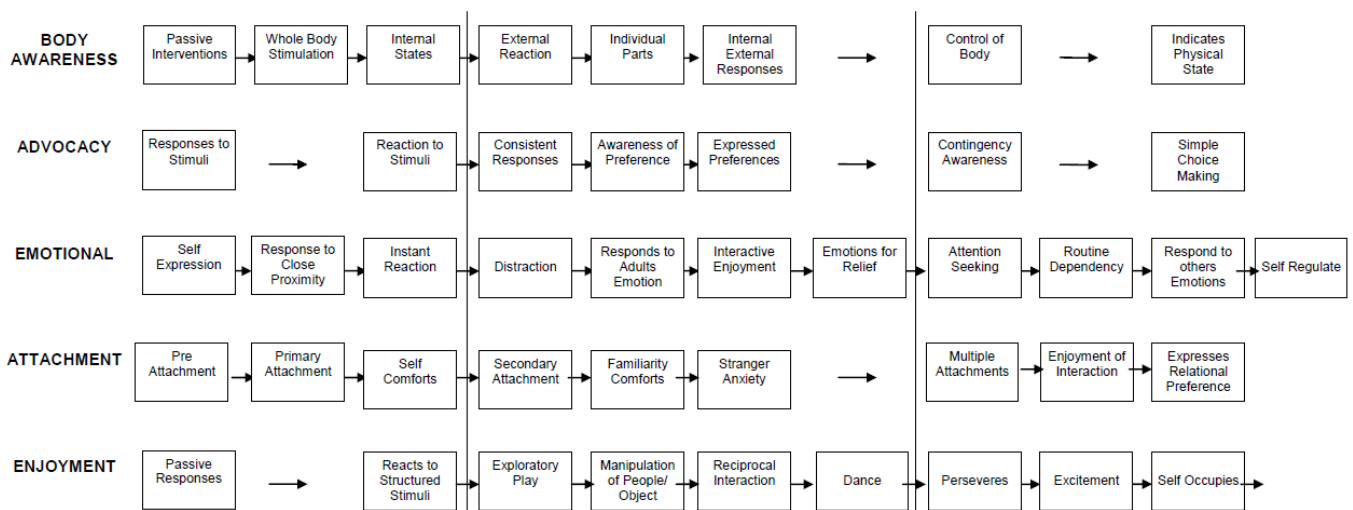
**Star class** follow the EYFS curriculum and SRE is covered within the Personal, Social and Emotional Development (PSED) strand.

Where it is identified that PSED is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### Keller pathway

RSE links to Personal Social and Emotional wellbeing strand of the IMPACTS curriculum.

#### PERSONAL, SOCIAL AND EMOTIONAL WELL BEING: Towards Self Advocacy – Profile and Assessment



## Appendix 2: Department for Education- Relationships Education, Relationships and Sex Education (RSE) and Health Education

### Statutory guidance

[https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf)

By the end of primary, pupils should know:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

By the end of secondary, pupils should know:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

(However, the end of key stage expectations may need to be adapted, as and when necessary, to meet the needs of the students.)

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	