Castle School

Relationships and Sex Education Policy

Status: Statutory	Drafted by PN/EC	Date approved: March 23	Approved by: Teaching and Learning Committee
Date to be reviewed: Autumn 24	To be reviewed by: Teaching and Learning Committee	Date shared with staff: Summer 23	Published on school website: Yes

Contents

Section 1: The Context of our RSE Policy

a) Our Shared Beliefs about RSE

We believe RSE is learning about emotional, social and physical aspects of growing-up, about ourselves and our relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful, and non-exploitative relationships as well as staying safe both off- and on-line. It will help young people to develop skills to keep themselves and others safer, both physically and emotionally. RSE will enable young people to explore their own attitudes and those of others respectfully.

b) Entitlements

We are committed to working towards the implementation and development of the following entitlements:

Pupils are entitled to

- Accurate, up-to-date, useful, and appropriate information delivered in a way that meets their individual needs.
- A flexible RSE programme which caters for students' individual needs over time.
- Have their views and ideas received in a respectful and non-judgemental manner.

Adults working with pupils are entitled to

- Access to up-to-date, accurate information, resources, and training.
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE.
- Guidance and support.
- Opportunities to share good practice.
- Be informed about issues of confidentiality and procedures to be followed.

Parents and carers are entitled to

- Accessible, accurate, up-to-date information delivered in a way which meets their needs.
- A safe and supportive environment for their children.
- Information on how and when RSE are taught.
- Understand their rights and responsibilities in relation to RSE policy and curriculum.
- Be informed about issues of confidentiality and how if affects them and their children.
- Have their views and ideas received in a respectful, non-judgemental manner.

c) The Wider Agenda

RSE is part of a wider agenda of promoting positive relationships and sexual health for young people. Our RSE policy contributes to meeting local and national priorities.

Section 2: Our Relationships and Sex Education Policy

a) Introduction

Our work in RSE is set in the wider context of our school values and ethos:

- Respecting and valuing ourselves and others.
- Having fun learning, playing, and socialising.
- Aiming high and celebrating success.
- Preparing for life in the wider community.

Other school policies are relevant to our provision of RSE: Safeguarding and Child Protection Policy; E-Safety Policy; Behaviour Policy; Anti-Bullying Policy and Code of Conduct for All Adults.

Our RSE policy is the responsibility of the governing body and has been developed through discussion with staff and Governors, opportunities for parents and carers input. We continue to value input from interested parents/carers.

b) Our Aims for RSE

All adults will work towards achieving these aims for RSE in our school.

Primary:

Pupils will primarily focus on Relationships Education.

Our definition of Relationships Education is to teach pupils the fundamental blocks and characteristic of positive relationships, particularly friendships, family relationships, and relationships with other children and adults. To help pupils to understand their own emotions, being sensitive towards the feelings of others, understanding the concept of personal privacy and personal space.

Children transitioning to Secondary will have teacher input on the topic of Puberty delivered according to individuals' understanding and development.

Secondary and Sixth Form:

Pupils will focus on Relationships and Sex Education.

This builds on the definition of Relationships Education to include teaching pupils to understanding what acceptable and unacceptable behaviour in relationships is as well as understanding the importance of contraception.

c) Delivering the Curriculum

- Sessions may take the form of small group/1:1/ or single sex groupings, dependent on class and individual needs.
- Pupils will be taught according to their level of understanding and that may mean only parts of the curriculum are covered
- The curriculum will be delivered by class teachers and PSHE teachers.
- Staff will be assisted in their planning and delivery of the curriculum by the PSHE Co-ordinator.
- Assessments are made using Evidence for Learning against the Social Communication, Emotional Regulation , and Transactional Support (SCERTs) framework.

Primary:

Depending on class needs and stage of learning, Class team will deliver Relationship Education content through structured sessions and/or embedding the content through the five areas of learning – Cognition, Communication, Social and Emotional, Physical and Independence (See Appendix 1 – Strands of Learning).

Appendix 2 shows the topics covered as set out in the DfE's statutory guidance: *Relationship Education, Relationships and Sex Education (RSE) and Health Education* (2019). Aspects covered will be dependent on the child's development and understanding therefore some aspects may not be appropriate for individuals.

Secondary and Sixth Form

Relationships and Sex Education will be delivered during Tutor-time, PSHE sessions as well as embedded in the five areas of learning - Cognition, Communication, Social and Emotional, Physical and Independence (See Appendix 1 – Strands of Learning).

Topics covered will include those from the Primary Relationship Education content (Appendix 2) and in addition to topics shown in Appendix 3 as set out in the DfE's statutory guidance: *Relationship Education, Relationships and Sex Education (RSE) and Health Education* (2019).

d) Inclusion

We understand the importance that all children in our school receive their entitlement to RSE. We will consider their individual educational needs or disability, gender, sexual orientation, age, nationality, religion and cultural background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one lifestyle over another.
- We will not seek to gain consensus but will accept and celebrate difference.

- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a religious or cultural group to their peers, unless they choose to do so.
- We will consider the pupils' level of vulnerability when planning and delivering sessions

e) Safeguarding and Child Protection

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

f) Monitoring and Evaluation

- Monitoring and evaluation of the Policy is the responsibility of the governing body. Information will be gathered from the Head Teacher, the PSHE Co-ordinator and parents to inform judgements about effectiveness.
- The Policy will be formally reviewed every three years. The next review will take place in September 2023.

g) Working with Parents/Carers – Right to Withdraw

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing-up and relationships education. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE and we always welcome comments and feedback from parents.

After September 2020, parents and carers **will have the right to withdraw** their child/ren from Sex education, up to and until three terms before they turn 16. After that point, if the child wishes to receive sex education the school will provide this during one of those terms. They will **have no right to withdraw** from Relationships Education, Health Education or the Science National Curriculum as these are important areas of education for all pupils. They will be made aware of the forthcoming statutory changes to Relationships Education and Health Education, and the effect this will have on their right to withdraw.

Any parent or carer who wishes to withdraw their child from non-statutory elements of RSE should, in the first instance, contact the Headteacher to discuss this further. The DfE describes the duty of the Headteacher to engage in conversation with parents/carers on this topic.

Section 3: Sensitive Issues

a) Puberty

We teach children about changes that take place in the bodies of both boys and girls. It is important for children to understand, as much as is possible, that changes related to puberty are both expected and natural.

b) Contraception

For children who are capable of understanding the concept, we teach that contraception has a vital role to play in terms of both preventing pregnancy and preventing sexually transmitted diseases. However, we recognise our responsibility to discuss the delay of sexual activity in order to reduce the incidence of unwanted pregnancies.

c) Abortion

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults at school will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

We are aware of the strongly held beliefs of many sectors of our community and will promote respect for those beliefs, whilst encouraging young people to explore the dilemmas and develop communication skills to discuss issues with their parents/carers and health professionals.

We recognise our responsibility to discuss the delay of sexual activity in order to reduce the incidence of unwanted pregnancies.

d) Sexually Transmitted Infections (STIs) and HIV/AIDS

We teach pupils about the dangers of sexually transmitted diseases and how they may be prevented where appropriate.

e) Sexual Identity

We understand our responsibility to ensure that RSE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that RSE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes, we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy.

Section 4: Appendices

Appendix 1 – Strands of Learning

Independence	- Toileting **Feeding** - Dressing **Making choices** - Behaviour **Environment and knowing where you are going** - Moving around inside/outside **Asking for needs/wants appropriately**
Communication	- Language/symbols/Makaton **Motivation to communicate** - Expressive/receptive language **Play behaviour and communicating to others** - Conversational skills (intensive interaction to verbal conversation)
Social and emotional	- Self-awareness **Self-esteem** - Likes/dislikes **Social understanding/ social cues** - Playing alone and with others **Structured/ unstructured play** - Mental Health and Wellbeing **Sharing** - Turn taking **Sharing adults/ space with others** - Self-control **Empathy** - Building strong relationships **Communicating with others**
Sensory and Physical	- Gross-motor and fine-motor skills **Personal care** - Feeding and eating **Sensory activities** - Swimming **Horse-riding** - Outside play on equipment
Cognition (Includes Functional Skills)	- Understanding/using cause and effect **Problem solving** - Creativity **Ownership/responsibility** - Investigating **Generalise and use skills learnt** - Early English/Maths skills

Families and people who care for me	Pupils to know • **That families are important for children growing up because they can give love, security, and stability.** • The characteristic of healthy family life, committed 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 Relationships	Pupils to know • **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	Pupils to know • **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	Pupils to know **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	Pupils to know **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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