



Relationships and Sex Education (RSE) Policy

This document applies to all parts of The Pilgrims' School, including parents and pupils in the Early Years Foundation Stage.

Date: November 2022

Reviewed by Governing Body: (November 2022)

Next Review Date: (November 2023)

Incorporating **Relationships Education (RSE)** and **Health Education (HE)**

What is RSE?

Relationship and Sex Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It incorporates elements of Sex, Relationships and Health Education.

Aims

The aims of RS, RSE and HE at our school are to:

- Help pupils develop the knowledge, skills and attributes they need to manage their lives now and in the future
- Encourage boys to develop caring attitudes and relationships
- Begin to, and then help develop, make a boy aware of their changing physical and emotional needs.
- Recognise the importance of family, its range and diversity, and the need for loving and caring relationships for the wellbeing of an individual.
- Encourage positive culture and attitudes around issues of relationships.
- Explore differences and learn to value diversity in all its forms
- Learn to make responsible decisions
- Reflect on their own individual values and attitudes
- Ensure boys are aware of a need for personal safety and hygiene.
- Provide a sensitive framework to take place.
- Help develop pupils' feelings of self-respect, confidence and empathy.
- Teach boys the correct vocabulary to discuss themselves, their feelings and their bodies.
- To learn to look after their mental and physical health.

This policy reflects guidance from DfE, PSHE Association and the Sex Education Forum. Documents referenced include, but not only, are Keeping Children Safe in Education DfE (2016 and updates), PSHE Association guidance (2019), Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE (2019)

Statutory requirements

Although RS, RSE and HE falls within the boundaries of PSHE, recent changes from the DfE means statutory delivery of relationships education in Primary school aged boys, and Relationships and Sex Education in secondary aged boys. Health education, whilst not compulsory for independent schools, has been included to ensure pupils cover an age related and coherent curriculum.

The legal requirements are the school provide:

- Relationships Education for primary aged boys.
- Relationships and Sex Education for secondary aged boys.

Policy development

This policy has been developed in the following steps:

- Head of PSHEe collated relevant information, including national guidance, both DfE and other.
- Referral with other stakeholders within the school – nurses, Deputy Head (Pastoral), Head of PP, Headteacher, Head of Juniors, Head of Science.
- Scrutiny of policy by SLT, recommendations and amendments.
- Parent consultation –the policy provided to parents.
- Ratification – shared with governors and ratified.

The policy will be reviewed annually by the Head of PSHEe, and every three years as part of the school guidelines on policy review.

The Role of RE, RSE and HE at The Pilgrims' School

RE, RSE and HE is about learning accurate and age-appropriate skills and attitudes and knowledge about healthy lifestyles, their bodies and how they change, understanding emotions, keeping safe, building healthy relationships, the role of media and the online world, reproduction, drugs and alcohol. RE, HE and RSE gives our boys the essential skills for building positive, enjoyable, respectful and non-exploitive relationships.

Why teach RE and RSE?

Relationships and Sex Education (RSE) and Health Educations – DfE (2019) states:

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

For secondary age boys:

'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. It should enable 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 should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach 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.'

Why teach HE?

Relationships and Sex Education (RSE) and Health Educations – DfE (2019) states:

'The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.'

For secondary age boys:

'It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.'

Curriculum and delivery of RE, RSE and HE

The curriculum is set out in **Appendix 1** as part of the overall PSHEe and Science department plans, but we adapt it as and when necessary. The RSE, RE and HE curriculum has been planned following consultation with school nurses, the PSHE Association, DfE guidance and other schools. This ensures the needs of all pupils can be met through the delivery of an age and stage appropriate curriculum. The curriculum addresses traditional and emerging issues, as well as relevant challenges identified by pupils.

The RSE, RE and HE aims will be delivered through, but not exclusively, the following:

- Formalised PSHEe lessons – the Head of PSHEe or designated teacher (Y3-8), or class teachers (Y1-2)
- Subject teachers, such as Science and ICT.
- Health professionals (School nurses)
- Small group work (School nurse, Head of PSHEe or Director of Wellbeing)
- Class teachers (Y1-4) or tutors (Y5-8).
- Assemblies
- External speakers
- Trips

Teaching and learning (including SEND)

The Pilgrims' School is dedicated to providing the best education it can for its pupils. This includes, but goes beyond, having specialised teaching, carefully planned lessons with appropriate resources, using a variety of teaching staff and methods, trips and external speakers, as well as providing a safe and secure, whilst also challenging, environment. Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children (Protected Characteristics-Equality Act 2010).

RE, RSE and HE must be accessible to all pupils. High quality teaching that is differentiated and personalised will help all pupils, but especially those with SEND needs. The current teaching and learning support from the school's learning support department is incorporated into lessons.

Some pupils are more vulnerable than others, and RE and RSE is especially important for those pupils, as it deals with some of the issues they may face. Sensitivity and care is taken at all times in the content and delivery of material.

The needs of all pupils need to be appropriately met, and all pupils understand the importance of equality and respect. The Pilgrims' School is mindful of its duty under the Equality Act 2010 to

provide the best education that allows pupils to understand the world they live in, especially in relation to minority groups such as LGBTQ+ and BAME communities.

Parental involvement

The Pilgrims' School is committed to working with parents and believes that RE and RSE is an important part of working with families as part of a well-rounded education.

Parents and carers have a statutory right to withdraw their boys from Sex Education content only, except the parts covered in Science. At any point, parents may look at this policy and talk to the school about any content, especially to the Head of PSHEe and the head nurse.

The RE, RSE and HE curriculum is an essential driver in supporting the school's statutory duty to:

- Safeguard and promote the welfare of their boys
- Advance the Equality Act 2010
- Encourage the PSHEe and SMSC development of pupils
- Foster and promote British Values
- Prepare boys for the challenges, opportunities and responsibilities of adult life.

We hope that parents and carers are reassured that the content and aims of RSE, RE and HE are clear and purposeful, age appropriate and dealt with in a safe, open and secure environment. If they do not, we hope these concerns can be addressed by good quality conversations with the school. Parents do not have the right to withdraw their boys from relationships and health education aspects as these are statutory as set out by the DfE.

Should parents/carers feel they wish to request, in writing, that their child be removed from sex education, we will ensure that that child still covers all other parts of RSE, RE and HE, and is engaged in meaningful education.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have differing opinions.

Dealing with Difficult Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned.

Safeguarding

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head and Designated Safeguarding Lead person in line with the procedures for safeguarding. A member of staff cannot promise confidentiality if concerns exist.

The role of the visitor in regards to RSE

Visitors are invited into school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's SRE policy and work within it.

Monitoring arrangements

The delivery of RE, RSE and HE is monitored by the Head of PSHEe, with oversight in different aspects by the Head, Deputy Head (Pastoral), head nurse and appropriate governor.

This monitoring is through:

Meetings, professional development, planning scrutiny, mutual observations, pupil conferencing.

Appendix 1 - curriculum

The Early Years Foundation Stage

Early Years Foundation Stage has its own core aims, and therefore PSHEe is taught in conjunction with these in mind. Coram Life Education SCARF programme resources and lessons are used, but modified to take these into consideration.

In the Early Years Foundation Stage, PSHEe is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

Statutory framework for the early years foundation stage

- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food
- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure
- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

KS1/KS2

The PSHE curriculum for KS1 and KS2 at The Pilgrims' School is based around six core themes, from Coram Life Education SCARF programme. These are Me and my relationships, Valuing difference, Keeping myself safe, Rights and responsibilities, Being my best and Growing and changing

In partnership with these, we incorporate the main themes from The PSHE Association: Healthy lifestyles (physical wellbeing), Mental health, Ourselves, growing and changing, Keeping safe, Drugs, alcohol and tobacco, Families and close positive relationships, Friendships, Safe relationships, Respecting self and others, Shared responsibilities, Communities, Media literacy & digital resilience, Economic wellbeing: Money, Economic wellbeing: Aspirations, work and career. These are supplemented from other sources.

KS3

The Pilgrims' School Y7 and Y8 PSHE programme of study is based around nine main themes, from the PSHE Association 'Programme Builders' for KS3 series. These are: Relationships, Alcohol, tobacco and other drugs, Emotional wellbeing and mental health, Healthy lifestyle and puberty, Identity, Resilience, Discrimination, prejudice and stereotypes, Diversity, Transitions, Digital literacy.

In addition, the scheme also looks to build on the National PSHE Association recognized themes of Self-concept, Mental health and emotional wellbeing, Healthy lifestyles, Drugs, alcohol and tobacco, Managing risk and personal safety, Puberty and sexual health, Positive relationships, Relationship values, Forming and maintaining respectful relationships, Consent, Contraception and parenthood, Bullying, abuse and discrimination, Social influences, Learning skills, Choices and pathways, Work and career, Employment rights and responsibilities, Financial choices, Media literacy and digital resilience.

The RSE component is partly taught through Year 7 and Year 8 talks, usually by the head nurse. The main themes covered are:

Year 7

- What happens at puberty
- Managing physical and emotional changes
- Managing changing feelings as you grow and mature
- Peer pressure
- Boundaries and healthy choices
- Recognising risk to personal safety
- Personal hygiene
- Healthy choices
- Pornography and Sexting

Year 8

- Building blocks of a healthy partnership
- Love languages
- Unequal partnerships and recognising abuse
- What is grooming?
- What is the legal age of sex?
- What is consent?
- Safe sex

- STD's what are they?
- Pornography and sexting

Curriculum mapping

This curriculum has been mapped against the DfE expectations of RSE, RS and HE in conjunction with the PSHE Association objectives to ensure that pupils have a range of experiences and content, that is age appropriate, stimulating and encourages thoughtfulness, sensitivity and safety. The exact mapping, of units against the PSHE Association objectives, can be found in the documents located in the PSHEe section of TEAMS.

The curriculum is reviewed and updated annually by the Head of PSHEe, in consultation with the Head, Deputy Head (Pastoral), Head of Pre-prep and the head nurse, taking into consideration the needs of the school and guidance from the DfE and The PSHE Association.

Appendix 2

Below are examples of other ways in which RE, RSE and HE is being delivered in the school. They are a sample, and not to the exclusion of other pathways for access. Sometimes these are modified due to circumstances and needs of the school.

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
GROUP								✓	
SCARF workshops	✓	✓	✓	✓	✓	✓	✓		
Social and emotional skills			✓	✓	✓				
RSE workshops							✓	✓	✓
e-safety talk	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mental health week	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assemblies	✓	✓	✓	✓	✓	✓	✓	✓	✓
Class teacher/tutors	✓	✓	✓	✓	✓	✓	✓	✓	✓
Residentials/overseas trips								✓	✓
Police visit								✓	✓
Forest school	✓	✓	✓	✓					
Resilience workshops								✓	
Science lessons	✓	✓	✓	✓	✓	✓	✓	✓	✓