



Dedworth Middle School

# Relationship and Sex Education (RSE) Policy

May 2021



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### 1. Introduction

This policy outlines our school's commitment to provide effective RSE for all pupils. It has been written with regard to the DfE RSE guidance 2020, and other relevant guidance documents and statutory requirements.

It is compulsory for all primary school pupils to receive relationships education.

All secondary aged pupils must receive sex and relationships education.

Pupils of all key stages must receive health education.

Parents do have the right to withdraw pupils from sex education, but not from relationships or health education.

### 2. What is Relationships Education? (KS2)

The focus in primary years will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place in our secondary phase.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of



children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Through our Relationships Education, and PSHE (Personal, Social and Health Education), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In KS2, this will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils will know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching our children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support our safeguarding of children.

When teaching relationships education, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

## **2.1 Sex Education in KS2**

While sex education is not compulsory within KS2 (beyond what is covered within the science curriculum), the guidance also stipulates that all primary schools should tailor their sex education to the physical and emotional maturity of the pupils.

Within KS2 science curriculum, pupils are taught about life cycles; reproduction in plant and animals; and how a baby is conceived and born. In addition, we opt in PSHE lessons, to teach pupils preparedness for the changes that puberty brings, both physically and emotionally.

## **3. What is Relationships, Sex Education (RSE)? (KS3)**

RSE is lifelong learning about physical, moral and emotional development. Through RSE and PSHE (Personal, Social and Health Education), children will learn about healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, sex, sexuality and sexual health.

Our key aim in providing RSE throughout the school is to safeguard our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life. They will have the right 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.

The RSE curriculum will 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.



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 will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

As in KS2, KS3 Relationships Education will be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These will include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

Pupils will be 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 will be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity.

By the end of our KS3 provision, we teach the concept of law in relationship to sex and relationships; the importance of consent; reproductive health; and the potential dangers of drugs and alcohol in the context of relationships. The effects of alcohol and drugs misuse on pregnancy is taught through Science.

#### **4 Key Objectives**

The key objectives of our KS2 and KS3 RSE (Relationships, Sex & Health Education) programmes are to:

- Develop knowledge and understanding of positive and healthy relationships;
- Make pupils aware of their rights especially in relation to their bodies;
- Enable the development of social and relationship skills and protective behaviours;
- Prepare children for the physical and emotional changes of puberty;
- Understand reproduction and birth within the context of loving and caring relationships;
- Explore attitudes and values around sex and relationships;
- Ensure children know how and where to access appropriate support;
- Sex education will be taught in the context of marriage or a meaningful relationship and family life;
- Sex education is part of a wider social, personal, spiritual and moral education process;
- Pupils should learn to have respect and value for their own bodies;
- Pupils should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- Pupils need to learn the importance of self-control and be empowered to make informed choices about sex and sexual behaviour;
- It is important to build positive relationships with others, involving trust and respect to avoid discrimination and prejudice;
- It is important that students understand the term consent, continuous consent as well as understanding pressure in terms of sexual education.
- It is paramount that students understand appropriate parts of the body to touch and for others to touch from a range of relationships and professions as well as what they should do if they ever feel uncomfortable.



The RSE programme is based on the needs of the children in the school with learning outcomes appropriate to pupils' age, ability and level of maturity.

The curriculum will be firmly embedded within the broader PSHE and Science curriculum. Pupils will be helped to understand difference and to respect themselves and others.

## **5. Inclusion and Support**

RSE will be accessible to all regardless of gender. Through the delivery of RSE, teachers will explore gender stereotypes and ensure that all genders receive information that is relevant to their needs.

As a school we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs, a more explicit approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers.

The curriculum we deliver is progressive, building the children's knowledge, understanding and skills year on year. See Appedix 2 for topic detail. Some elements of RSE are also delivered through other national curriculum subjects, and these are highlighted [in blue](#).

## **6. Special Education Needs**

All staff engaged in the delivery of any aspect of RSE are required to be mindful of the *SEND Code of Practice* in the delivery of the provision making suitable amendments to teaching based on high quality differentiation.

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 Key Stage 3, teaching will build on Key Stage 2 content and will introduce new content to older pupils at appropriate points. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

## **7. Special Considerations**

Sanitary disposal units are available in the toilets. Children in Year 5 upwards will be informed of where they can access sanitary protection in the event of commencing menstruation during the school day.

## **8. Teaching and Learning**

Teachers will have responsibility for planning and delivering RSE, within PSHE (Personal, Social and Health Education) lessons. Teaching assistants may provide additional support for children with special educational needs. Everyone involved in the teaching of RSE will follow the school policy. The personal beliefs and attitudes of teachers will not influence the teaching



of RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE, will work to the agreed values within this policy. Within RSE children will develop confidence in talking, listening and thinking about sex and relationships.

To achieve this, a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (eg. Case studies);
- The provision of a 'question box' during each planned session;
- Dealing with children's questions in an appropriate manner;
- Using discussion and appropriate materials; and
- Encouraging reflection.

Staff:

- The biological aspects of sex education will be taught by Science staff within the context of the National Curriculum in Years 7 and 8;
- Teachers have the discretion to answer pupil's direct questions in an open and factual way. Teachers will not enter discussions about personal issues and lifestyles of themselves or other adults.
- In accordance with the philosophy, aims and objectives of the school, sensitive topics may be addressed openly and honestly. This should be done at the discretion of individual staff if they feel that the pupils are mature enough and have genuine concerns.
- When more serious issues are raised where a member of staff feels that a pupil may be at personal risk, advice should be sought from the designated safeguarding lead.
- Staff must not promise confidentiality to pupils as there are some issues which may have to be referred to other agencies.
- Outside speakers will be organised, as appropriate.

Pupils:

- Sex and relationships education is taught in mixed sex classes to reflect the Dedworth community but some topics may be better suited to single sex teaching, though the content for both groups remains the same;
- Teachers will inform pupils that they are free to question further and discuss issues with their own or another relevant member of staff;

### **8.1 Dealing with questions**

Through the use of ground rules at the start of sessions children will be reminded that they can ask questions during RSE to further their understanding.

They will be introduced to the 'question box'. Teachers will explain that if a pupil has a question they are to write it down and put it into the question box. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer some questions in front of the whole group – the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:



- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to other agencies, such as, a counsellor, school nurse, help line etc.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.

Sometimes children may ask questions about issues that are not part of the planned programme, this may show that the taught curriculum is not meeting their needs. This will be fed back to the Class Tutor/Subject Leader as part of the evaluation and monitoring process.

## **8.2 Staff Training**

All staff delivering RSE will take part in an initial basic training session. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an external training event.

## **8.3 Assessment and Review**

Teachers will use work produced and small group discussions to assess pupil understanding within RSE. Teachers will use informal assessment to revise future RSE plans, and will track progress across PSHE (Personal, Social and Health Education) topics.

The curriculum will be evaluated and reviewed by pupils and teachers on a regular basis.

## **9. Parents**

The school is aware that the primary role in children's sex education lies with parents and carers. We want to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

Parents do have the right to withdraw their child from some aspects of RSE provision

- What a parent can withdraw their child from:
  1. Non-science curriculum sex education, which the school opts to teach within KS2.
  2. The prescribed sex education elements of sex and relationship education within KS3.
- What a parent cannot withdraw their child from:
  1. Those elements of sex and reproduction covered as part of the science curriculum (in both key stages).
  2. Relationship and health education across both key stages.

Any parent/ carer wishing to withdraw their child from sex education (as outlined above) needs to put this in writing using the form found within this policy (Appendix 1). The Executive Headteacher will discuss the request with the parent and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.



## 10. Confidentiality

As per the trust-wide safeguarding policy and the guidance within Keeping Children Safe in Education, any incident where a child makes reference to being involved (or likely being involved) with sexual activity will be taken very seriously and dealt with as a child protection matter. Members of staff will follow the same procedure as they would if a child indicates that they may have been a victim of abuse. This will involve notifying only members of the school safeguarding team, but also not making any promises to the child that guarantees absolute confidentiality.

## 11. Monitoring and Review

The RSE policy and curriculum will be reviewed annually. Teacher assessment will influence RSE planning as will evaluation of the programme by pupils and staff. As part of the process of monitoring the curriculum an audit of the training needs of all staff will be carried out and support and training offered as appropriate.

Signed: L. Toulorge  
Chair of Governors

Date: 27/5/2021

<b><i>Policy Approved by Governors</i></b>	<b><i>27<sup>th</sup> May 2021</i></b>
<b><i>New Review Date</i></b>	<b><i>27<sup>th</sup> May 2022</i></b>



### Appendix 1: 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			



## Appendix 2: Termly plan for each year group

	AUTUMN		SPRING		SUMMER	
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
5	<b>Living in the Wider World</b> 1) Internet and screen time 2) Age restrictions 3) Careers and Stereotypes 4) Fake news 5) Fireworks and Bonfires Computing – Keeping safe online	<b>Health and Wellbeing</b> 1) Understanding emotions 2) Feelings, emotions and vocabulary 3) Mental Health and signs of illness 4) Physical health and signs of illness 5) FGM introduction	<b>Relationships Education</b> 1) Helping out with babies 2) Gender identity & LGBTQ+ introduction 3) Self esteem and self worth 4) Online Behaviour & risks 5) Stranger, Danger	<b>Living in the Wider World</b> 1) Success in the wider world 2) Independence & responsibility 3) Courtesy and Manners 4) Change, grief and loss 5) The environment and Climate Change Computing – Healthy lives	<b>Health and Wellbeing</b> 1) Healthy eating habits 2) Sleep hygiene 3) Sun safety 4) Medicines & Household safety 5) First Aid	<b>Relationships Education</b> 1) Behaviour & Respect 2) Friendships and Feeling left out 3) Friendships 4) Peer pressure 5) Loving, stable families Science - describing changes in humans as they develop to old
6	<b>Health and Wellbeing</b> 1) Healthy Living Introduction 2) Living a Healthy active life 3) Dental Hygiene 4) Germs, Bacteria and Viruses	<b>Relationships Education</b> 1) Positive relationships introduction 2) Disagreeing respectfully 3) Family, marriage and civil partnerships 4) Love and abuse 5) Online relationships; online gaming Computing – Keeping safe online	<b>Living in the Wider World</b> 1) Asking for help and Advice 2) My Identity and My Community 3) Diversity and Celebrating Difference 4) Social Media 5) Online privacy and my data Computing – The benefits of physical exercise – linking to mental health	<b>Health and Wellbeing</b> 1) Mental Health Introduction 2) Body image introduction 3) Girl's puberty 4) Boy's puberty 5) Hormones and Emotions 6) What is alcohol? 7) Introduction to drugs	<b>Relationships Education</b> 1) Bullying Introduction 2) Bullying or Teasing? 3) Consent 4) Attraction and Crushes 5) Human reproduction – Sex Science – Human Reproduction	<b>Living in the Wider World</b> 1) What is money and how did it evolve? 2) Different attitudes about money 3) Keeping safe 4) New schools & Classes: Transitions
7	<b>Living in the Wider World</b> 1) Introduction to KS3 PSHE 2) Aspiration & Self Esteem 3) Being a Resilient Student 4) Online Safety Introduction 5) Introduction to Budgeting, Saving & Finance 6) Racism and Stereotypes introduction Computing – Online safety, impact of cyberbullying	<b>Health and Wellbeing</b> 1) Introduction to Healthy living (inc. Nutrition, Exercise & Rest, Healthy Eating) 2) Introduction to Addiction, Drugs & Dangerous Substances (inc. Smoking & Energy Drinks) 3) Puberty, Periods & FGM introductions 4) Mental Health, Depression & Anger Management Computing – Physical Health and wellbeing		<b>Relationships and Sex</b> 1) Family, Marriage & Civil Partnership 2) Positive Friendships Introduction 3) Love, Positive & Safe Relationships 4) Bullying Online & Offline inc. Cyberbullying & Trolling 5) Personal Identity & Diversity 6) Introduction to Extremism & Radicalisation  Science – Human Reproduction (puberty, parts and functions, development of foetus, menstrual cycle, menopause)		
8	<b>Living in the Wider World</b> 1) Careers, Skills, Vocational Qualities, & Entrepreneurship 2) Gangs & Crime 3) Finance, Budgeting, Tax & Saving 4) Prejudice & Discrimination 5) LGBT & Disability lessons 6) Internet Safety–Online Dangers 7) Predators Caring for the Environment introduction	<b>Health and Wellbeing</b> 1) Wellbeing Unit– Mindfulness, Confidence, Self-Awareness, Emotions & Emotional Literacy 2) Personal Safety & First Aid lesson, 3) Cancer Awareness 4) Vaping, Nicotine and Addiction 5) Pregnancy & Parenting 6) Personal Development, Behaviour, Targets & Goal Computing – the benefits/disadvantages of Social Media		<b>Relationships and Sex</b> 1) Safe Sex – Consent, Contraception, Pornography, Image Sharing, STIs & Sexual Health 2) Sexting & Body Image, Contraception 3) Extremism + Radicalisation 4) Online Predators 5) Tolerance + Anti-Racism 6) Domestic Conflict + Running Away From Home Computing – Physical Health and wellbeing/stress-management		