

# Stephen Perse

Foundation

## Relationships and Sex Education Policy

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## 1. Introduction

- 1.1. This policy is applicable to all students of compulsory school age at the Stephen Perse Foundation (the **School**) and must be read in conjunction with the School's Personal, Social, Health and Economic Education (PSHEE) Policy.

## 2. Guiding Principles

- 2.1. This policy has regard to the following legislation and guidance:
- [Department for Education \(DfE\) Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
  - [DfE Relationships and Sex Education \(RSE\) \(Secondary\)](#)
  - [Sex Education Forum Sex and Relationships Education for the 21<sup>st</sup> Century](#)
  - [Children and Social Work Act 2017](#)
  - [Equality Act 2010](#)
  - [Keeping Children Safe in Education 2023](#)
- 2.2. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (**RSE**) compulsory for all students receiving secondary education. This policy sets out how we will implement these topic areas to the curriculum, alongside our existing PSHEE programmes.

## 3. Relationships Education in our schools

- 3.1. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why RSE has been made compulsory in all schools.
- 3.2. We believe in preparing students for the future. RSE is a fundamental part of this education, and the aim of RSE education at the School is to enable students to stay safe and form supportive and rewarding relationships.
- 3.3. Our aim is to teach students how to make discriminating and well-informed decisions whilst supporting them in their physical, emotional and moral development. We aim to help them to develop respect, both for themselves and for others, and to move with confidence through childhood and adolescence into adulthood. It should teach what is acceptable and unacceptable behaviour in relationships. This will help students 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. It enables students to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips students with information and skills they need to understand about themselves, their peers and people they meet in the wider community, therefore creating a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. It explores risks, choices, rights, responsibilities and attitudes. Our RSE provision acknowledges the reality of our students' digital lives, and will help students to develop skills to keep themselves and others safer, physically and emotionally, both on and offline. RSE enables students to explore their own attitudes and those of others respectfully.

3.4. RSE at the School is inclusive, and supports our wider aims of promoting equality, understanding and inclusivity. We strive to ensure that every child feels valued and represented in our school as a whole and specifically through our Relationships Education provision. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). The needs of the diverse groups that make up our community are considered during planning of lessons and delivery. It makes a major contribution to fulfilling our school's values on the outer rim of the Stephen Perse Foundation wheel. We deliver RSE as part of our wider provision of Personal, Social, Health and Economic Education (**PSHEE**), which also includes statutory Health Education.

#### **4. Intent of our Relationships Education Curriculum**

4.1. Through the delivery of Relationships Education we intend to further the School's aims of providing a curriculum which is relevant to the needs of students, both now and in the future. Over their time at the School, this curriculum will enable students to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

4.2. All staff in school will work towards achieving these aims for Relationships Education. We seek to enable our students to:

- Develop interpersonal and communication skills
- Develop positive personal values and a moral framework that will enable them to make informed and reasoned choices and decisions
- Develop respectful, caring relationships, based on mutuality, reciprocity and trust
- Develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- Develop their understanding of a variety of families and how families are central to the wellbeing of children
- Recognise and avoid coercive and exploitative relationships
- Explore relationships in ways appropriate to their age and stage of development
- Value, care for and respect their bodies
- Build confidence in accessing additional advice and support for themselves and others
- Respect themselves and the diversity of, and differences between, people with particular regard to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation
- Develop their wellbeing and self-esteem, encouraging belief in their own ability to succeed

#### **5. Consulting on our Policy**

5.1. We understand that our teaching including in sex education must be tailored to the needs and physical and emotional maturity of the students.

5.2. The School has consulted with parents/carers, governors and students, as appropriate to their age, regarding the introduction of RSE and has decided that we will offer content in Sex Education in the context of Relationships Education and RSE. During the consultation process, parents were asked to share views about appropriate ages for particular topics, methods of delivery, and to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships and Sex Education.

5.3. Further consultation with parents/carers and students will be carried out when the policy is reviewed and any significant changes are being considered.

## **6. Communicating with parents/carers**

6.1. Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by a variety of methods:

- Sharing details of our curriculum on our website
- Inviting parents to learn more about the approach used in Relationships Education and RSE and how they can support it
- Informing parents about specific content in the curriculum to enable them to exercise their right to withdraw their child from some or all of the sex education delivered (parents do not have a right to withdraw their child from the relationships education)
- Communicating upcoming sessions via email and being invited to consult with staff if they have questions
- Sharing contact details for Leaders of Wellbeing or PSHEE
- Regular PSHEE or RSE Parent Information Sessions - including online webinars and external speakers

## **7. Curriculum Organisation**

### **7.1. 4-11**

7.1.1. Our Relationships Education Curriculum is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2021), National Curriculum (2014), and other relevant DfE and Ofsted guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. This includes a focus on wellbeing through daily Form time. All adults working with children have a part to play in supporting the delivery of Relationships Education.

7.1.2. Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

7.1.3. Our PSHEE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHEE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. Relationships Education is a significant driver in the following topics:

- Anti-bullying
- Digital Lifestyles

- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education
- Working Together
- Beginning and Belonging
- Rights, Rules and Responsibilities

7.1.4. Relationships Education will be taught in:

- PSHEE through designated lessons, circle time, form time and focused events
- Other curriculum areas, especially Science, English, Religious Studies, Physical Education and digital learning
- Enrichment activities, especially our assembly programme, school visits, collaboration events, residential trips and 'Inspire Me' events

## **7.2. 4-11 RSE**

7.2.1. RSE combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education. Although 'RSE' as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

7.2.2. We will ensure that children receive teaching about puberty at Year 5 and 6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort.

7.2.3. We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, and use team teaching where this enables us to best use teacher expertise. When teaching in single-sex groups, the needs and wishes of non-binary children will be taken into account. We will ensure there are positive educational reasons for each method of delivery.

## **7.3. 4-11 Curriculum Materials and Resources**

7.3.1. The School primarily makes use of the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them.

7.3.2. Resources will be selected which:

- are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation

- actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- do not show unfair bias e.g. towards a commercial product or a particular religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

#### **7.4. 4-11 Content of Sex Education**

- 7.4.1. Following guidance from the DfE, we define Sex Education as learning about ‘how a (human) baby is conceived and born’.
- 7.4.2. This extends the learning about sexual reproduction in ‘some plants and animals’ required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.
- 7.4.3. The content of our Sex Education programme will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction until Year 5-6.
- Reception pupils will learn the medical names for their body parts.
  - Years 1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens; cows have calves etc.)
  - Years 3/4 will learn that every human begins when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.
  - Years 5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know.

#### **7.5. 4-11 Delivery of the Sex Education Curriculum**

- 7.5.1. Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher who knows the needs and natures of the children. This teacher is best placed to tailor the learning to the needs of the students. In Years 5 and 6, Sex Education is delivered collaboratively by the pupils' Form teacher and Science teacher. The PSHEE lessons led by the Form teacher cover the emotional and social aspects of relationships, while the parallel Science lessons look at the biological aspects of the development and functions of the reproductive system. Form and Science staff are in regular contact to ensure mutual awareness of what is being covered and any updates to lesson content.
- 7.5.2. We appreciate that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the school's curriculum. Our approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate a safeguarding response may be appropriate. Staff training will seek to include information on how teachers can respond.

#### **7.6. 11-16 Senior School**

- 7.6.1. As part of our wider PSHEE curriculum, RSE is taught in a “spiral curriculum”, whereby topics are introduced and revisited in an age-appropriate manner.
- 7.6.2. For Years 7 to 8, RSE, as part of PSHEE, is taught through a combination of off-timetable mornings and afternoons, some of which are led by external speakers; and weekly form time sessions run by form tutors, and planned by the Assistant Head of Year.
- 7.6.3. For Years 9 to 11, RSE is timetabled within PSHEE, and all lessons are taught by School teaching staff and supported by the school’s Nurse and the Health Care Practitioner. The staff selected to teach RSE will have expressed an interest in becoming a PSHE/RSE teacher, and have received training and best practice guidance in the topics they are to deliver. Lessons are planned by the Head of PSHEE and Wellbeing. Some timetabled lessons are used to hear talks from guest speakers (e.g. sexual health professionals) to supplement the teaching in lessons.
- 7.6.4. RSE is taught to mixed sex groups, with the opportunity to switch to single sex group for lessons on certain topics, where deemed appropriate or beneficial by the Curriculum Leader and classroom teachers.
- 7.6.5. Key topics covered in each year include:
- 7.6.5.1. **Year 7:** Staying safe online; Puberty and hygiene; Positive body image; What makes a healthy and supportive friendship?; Support networks; Role of marriage; Roles of parents; Identifying safe and unsafe relationships.
- 7.6.5.2. **Year 8:** Digital media literacy and identifying misleading information and misleading portrayal of lifestyle or appearance; What makes a healthy relationship?; Identifying and responding to pressure from friends about romantic or sexual relationships; Identifying sources of information to answer questions or worries about sex or relationships.
- 7.6.5.3. **Year 9:** What is consent? What does the law say about consent and sexual assault?; What is a healthy relationship? Including making and breaking relationships sensitively; what is sexual harassment?; how will I know if I am ready for a sexual relationship?; communicating about delaying sexual activity; sexting and online safety; STIs - different types, symptoms, prevention, testing, treatment or management; Different types of contraception; LGBTQ identities and tackling homophobia and transphobia; What does the law say about sexual consent and rape?
- 7.6.5.4. **Year 10:** Recognising different forms of abuse; Features of a healthy relationship, managing break ups and supporting friends; What is coercive control?; What is honour based violence? Where people can get help?; Review of law and key vocabulary (e.g. FGM, CSE); Drugs, including effects of friendships and relationships, effect on ability to give or receive consent; Pornography and how it affects people’s views of relationships and sex, as well as messages about gender, race, power, safe sex etc; Review of laws regarding sexual activity online - e.g. sharing of nude and semi nude images also known as ‘sexting’ or ‘youth produced imagery’, sharing images of under 18s; that consent needs to be sought and can be withdraw during online sexual activity as well as in real life (e.g. regarding sharing of images).
- 7.6.5.5. **Year 11:** Review of Contraception options; STIs/ HIV/ AIDS; Pregnancy; Fertility, lifestyle and changes over time incl. Menopause; The facts around pregnancy including miscarriage; The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting; Options in case of unexpected pregnancy; Further discussion of consent; How to access information and services.

### **7.6.6. 11-16 RSE content coverage in wider curriculum**

7.6.6.1. We seek opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance students' learning. These links include:

- Biology – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- Computing – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- Physical Education – students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- Religious Studies- students learn about different perspectives on topics including abortion and marriage.

### **7.7. 16 -18 - Sixth Form**

7.7.1. Sixth Form students receive a one hour long Relationships and Sex Education session, which usually takes place in the Spring term of Year 12, as well as follow up discussions in form time. Further support, as appropriate, is available to students via the counsellors and pastoral team. All PSHEE provision at the Sixth Form is overseen by the Head of Wellbeing, Deputy Head Pastoral (11-18) and the Head of Sixth Form.

### **8. Right to be excused from Sex Education**

8.1. Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, parents have a right to withdraw their children from some or all aspects of sex education. However, there is no legal right to withdraw from Health or Relationships Education.

8.2. Our belief is that young people benefit greatly from being able to learn about sex through fact-based, impartial lessons in the safe and non-judgemental environment of school. Our curriculum is planned to deliver content in an age-appropriate way, in line with government legislation, and is regularly reviewed. Therefore, any parent who wishes to withdraw their child from sex education should direct their request in the first instance to the Head of Wellbeing (11-18) or Form Teacher (3-11), who in consultation with the Head of Year and/or the Head of School, will get in touch to discuss the matter to ensure that the parent's wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their son/daughter including the emotional and social effects of being excluded as well as the likelihood of the student hearing their peers' version of what was learned in the class rather than what was delivered by the teacher. Where possible, we will encourage parents to come in to speak to relevant members of staff as part of this process. We will record these discussions and the outcomes using our usual secure data storage software, including iSAMS and MyConcern.

8.3. By law, this situation regarding Right of Withdrawal applies up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

### **9. Safe and Effective practice**

#### **9.1. Differentiation and provision for students with SEND**

- 9.1.1. Relationships and Sex Education is accessible for all students. High quality teaching is differentiated and personalised; this is the starting point to ensure accessibility for all students. This differentiation contributes to the fulfilment of the outcome of preparing for adulthood, as set out in the DfE SEND Code of Practice: 0 - 25 years.
- 9.1.2. Teachers have knowledge of the SEND needs of their students, and use this information to tailor resources and activities. Resources for classroom sessions utilise a range of audio and visual learning materials, and discussion activities, alongside texts that are as brief and clear as possible, in order to be accessible to a wide range of students, including those with SEND issues and English as a second language.
- 9.1.3. As with all subject areas, PSHEE/RSE resources can be and are adapted for students with significant specific needs, such as visual impairments.

## **9.2. Working with external agencies**

- 9.2.1. We are aware that working with external partners will enhance the delivery of RSE and will support the school to bring in specialist knowledge and implement different ways of engaging with young people. Where we use external agencies, we will check the credentials of the visiting organisation and any visitors linked to the agency. We will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. We will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all students. We will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with our Safeguarding and Child Protection Policy.

## **9.3. Safeguarding**

- 9.3.1. Teachers conduct lessons in a sensitive manner. If a child makes a disclosure, this will be taken very seriously and dealt with in accordance with the School's Safeguarding and Child Protection Policy.
- 9.3.2. External speakers are subject to a Visitor's Code of Conduct, in accordance with the School's Visitors and Visiting Speakers Policy, when on site and like all visitors, are made aware of who to contact in the event that they have a safeguarding concern.
- 9.3.3. All talks by external speakers are supervised by multiple members of School staff. To ensure the staff member can identify all students, this member of staff is either the regular classroom teacher or tutor (when a group is a form or teaching set), or a Head of Year or Assistant Head of Year (when talks are held to whole or half year groups).
- 9.3.4. General pastoral concerns are routinely shared with teachers in staff briefings and pastoral updates. In addition, on a termly basis, Designated Safeguarding Leads (DSLs) and Heads of Years identify students who have relevant vulnerabilities relating to topics that will be covered that term in that year group's curriculum, and these names are shared on a "need-to-know" basis with relevant people, including the Health Care Practitioner and the classroom RSE teachers. Form tutors are also kept informed of the content of upcoming lessons, in order to anticipate and address any worries or questions from students. Regular Safeguarding Updates are also held, which inform pastoral staff of the issues surrounding a range of safeguarding issues, many of which are relevant to RSE.

## **10. Assessment, monitoring, reporting and evaluation**

- 10.1. Students' work is organised and monitored through Google Classroom, or in floor books up to Year 3. Form and/or Year Group "Portfolio" Google Classrooms are used to share learning material with

students. These are also used to conduct plenary activities and worksheets at the end of taught sessions, which can be viewed and followed up by tutors. This also allows students to revisit any information they want to.

**10.2.** Although there is no formal assessment or grading of pupil progress in RSE, classroom teachers will regularly use formative assessments such as quizzes, self-assessment and peer- assessment, and use this information to plan follow- up and review sessions.

**11. Related policies**

- Personal, Social, Health and Economic Education (PSHEE) Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Visitors and Visiting Speakers Policy

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