



## **RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**

This policy applies to all pupils, including EYFS

Policy written: September 2021

Next review: April 2022

**This document will remain valid until the end of the academic year 2021-22**

### **Introduction and Aims**

Pupils at PGHS 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. Our aim is to ensure that in this environment, children and young people know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

From September 2020, Relationships Education is compulsory for all primary schools in England, and Relationships and Sex Education (RSE) is compulsory in all secondary schools.

Relationships Education, taught in the Lower School, is defined as learning about the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. In addition, pupils in Upper Key Stage 2 (Year 5-6) will learn about the body changes associated with puberty in girls.

In the Senior School, teaching builds on the knowledge about healthy relationships acquired at primary level and also includes Sex Education, which is defined as developing pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

At PGHS, we believe that mental wellbeing is central to every pupils' happiness and success. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The RSE curriculum will give them the knowledge and capability to take care of themselves and receive support if problems arise.

RSE is taught in a wider context of helping to foster pupil wellbeing, and develop the resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

At PGHS, RSE is taught as part of the PSHEE programme of study, which complements the development of personal attributes including kindness, integrity, generosity, and honesty; these are a fundamental part of our School values as reflected in our motto, *By Love Serve One Another*.

Under the provisions of the Equality Act, PGHS will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation, and the delivery of RSE will reflect this stance.

### **RSE Policy and Curriculum Development and Review**

The RSE policy and curriculum has been produced in line with statutory guidance from the Department for Education and the PSHE Association, with input from our expert staff and in consultation with parents.

We are clear that parents and carers are the prime educators for children on many of these matters. At PGHS we aim to work in collaboration with parents and carers, building on what pupils learn at home.

This policy and the RSE curriculum reflect our School's context and diverse nature as well as recognising that the role of educating every pupil is a partnership between home and School.

We always aim to deliver content in a sensitive, objective and balanced manner to enable pupils to comprehend the range of social attitudes and behaviour in modern-day society. This will empower them to consider their own attitudes and actions and make informed, reasoned and responsible decisions while they are at School, at home and in adult life.

Pupils are expected to engage fully in RSE lessons and, when discussing issues related to RSE, treat others with respect and sensitivity. This enables pupils to have the confidence to ask questions to deepen their understanding of the topic being delivered. If, however, pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that the pupil is fully informed in an age appropriate way.

It is also important that pupils feel confident to ask questions outside of lessons on any aspect of RSE. For the Lower School, pupils are encouraged to speak to their Class

Teacher. Senior pupils can pose a question outside of lessons via the PSHEE Microsoft Form which will be monitored regularly by the Head of PSHEE. A pupil can ask a question anonymously if this is their preferred option. In addition, pupils know that they can speak to any member of staff at PGHS and are encouraged to seek out the person they feel most comfortable with. Staff are fully aware that they may need to reassure a pupil that if they do not know the correct response to a question, they will seek advice for them. If a pupil asks questions that are beyond the knowledge expected for their age, the member of staff would refer this to the DSL.

The RSE curriculum and resources will be monitored and reviewed throughout the year by the Head of PSHEE and the staff leading in this area. In the Senior School, mind maps at the start and conclusion of a topic will be used to measure understanding and progress. Pupil voice and, where appropriate, consultation with parents will be used to ensure that the curriculum is meeting the needs of the pupils at PGHS.

The RSE policy will be reviewed annually by the Head of PSHEE, SMT and members of the Governing Body.

### **RSE Curriculum Overview**

The RSE curriculum is part of the whole school PSHEE curriculum, which is planned and designed to be age appropriate, accessible to all pupils including those with SEND, under the following themes:

- Relationships (families and friends)
- Health and Wellbeing
- Living in the Wider World
- My Future Self
- Online/Digital Safety

The RSE topics fall under all of these themes and are mainly taught within the PSHEE curriculum, but may also be covered across the curriculum in subjects such as Science or Life Skills (Senior School).

### **EYFS (Nursery and Reception)**

Relationships education is taught by the Nursery and Reception staff through stories, circle time, modelled play and is embedded across all areas of the EYFS curriculum, particularly within the themes of All About Me, My Family and Making Friends.

### **Lower School**

Appendix A sets out the objectives from the new RSE Programme of study and shows where it is taught, either by the PSHEE teacher, or subject teachers.

## **Senior School**

Appendix B sets out the objectives for RSE and shows how they are covered. They are taught by PSHEE/Life Skills teachers alongside Form Tutors and Science teachers.

## **Guest Speakers**

We sometimes use outside speakers to complement our teaching of the RSE content. In this instance, speakers are asked to work within the framework of our RSE policy and adhere to the policy for visiting speakers. A teacher will be present throughout these lessons.

## **Right to Withdraw**

Parents do not have the right to withdraw their child from Relationships Education. Teaching of the topics covered in this area can help prepare pupils for the opportunities, responsibilities and experiences of adult life.

However, parents do have the right to request that their daughter be withdrawn from some or all of the Sex Education delivered as part of the statutory RSE. Parents must state their request in writing to the Headmistress. Parents will then be invited to discuss the request with the School to ensure that their 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 daughter, e.g. the emotional and social effects of being excluded as well as the likelihood of the pupil hearing their peers' version of what was learnt in the class rather than what was delivered by the teacher.

Unless there are exceptional circumstances, the School will respect the parents' request to withdraw their daughter. Requests from parents must be submitted annually for consideration.

However, three terms before a pupil turns 16 years old they are legally able to make their own decision as to whether they receive sex education. The School will make arrangements to provide the pupil with sex education during one of those terms and a parental request of withdrawal will not be granted.

## **Linked Policies/Documents:**

Curriculum Policy

PSHEE Policy

PSHEE Schemes of Work

Equal Opportunities Policy

Accessibility Policy

SEND Policy

### **Resources for Parents to use at home:**

Schemes of work follow the objectives from the DfE and are carefully planned using a range of resources. The School is a member of the [PSHE Association](#) and uses a range of their quality assured resources to support lessons as well as taking advantage of their expert professional development opportunities for staff. Online Safety workshops are held every two years for pupils and parents, run by [Education Child Protection](#).

Some resources that we have used to inform our planning, or that parents might find helpful when talking to their children can be found here:

[NSPCC PANTS](#) – for younger pupils, a way of explaining what inappropriate touch looks like.

[Tea and Consent](#) – for Senior pupils, a very accessible and easily understood video to explain the concept of sexual consent and this follow on [video](#)

[The Rough Guide to Girl Stuff](#) – this book, aimed at 13+ girls can also be used by parents with children of an earlier age to help with conversations for example those about friendships or body changes.

[Young Minds](#) is a charity with an excellent website with areas for children, parents and those who work with young people to offer support and guidance about mental health.

[Charlie Waller](#) is another charity with an excellent website with useful guides for parents to support their children with mental health.

[Thinkuknow](#) is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline. There are age-appropriate areas for children and parents and include home activity packs that you can do with your child at home.

**Appendix A – Coverage of objectives across Years 1-6**

OBJECTIVES FROM NEW RSE PROGRAMME OF STUDY	PSHEE LESSONS	OTHER COVERAGE
<b>FAMILIES AND PEOPLE WHO CARE FOR ME</b>		
<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability</li> </ul>	Y1-6	Y1 History – Toys Y1 – RE Y1 – Geography – Island Life
<ul style="list-style-type: none"> <li>the characteristics of healthy family life, commitment 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</li> </ul>	Y1-3, Y5-6	Y3 History/English – Black History Month and Harriet Tubman Y4 – RE – 10 commandments Y5 - RE Y6 English – Pig Heart Boy Y6 music – Reggae song writing about love, family, friendship, optimism etc.
<ul style="list-style-type: none"> <li>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</li> </ul>	Y1-6	
<ul style="list-style-type: none"> <li>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</li> </ul>	Y5-6	
<ul style="list-style-type: none"> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> </ul>	Y6	
<ul style="list-style-type: none"> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	Y2, Y3, Y6	

<b>CARING FRIENDSHIPS</b>		
<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> </ul>	Y2-6	Y1-Y6 Art – teaching how to make peer assessment Y1 – English – Julia Donaldson – character relationships
<ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> </ul>	Y2-6	Y1 - RE Y3 English - A Recipe for Friendship comprehension task Y4 English – Issues and Dilemmas Y4 ICT Online communication
<ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> </ul>	Y1-6	(WhatsApp, FaceTime, Email, Gaming sidebar) Y6 Music - Reggae song writing about love, family, friendship, optimism, social issues etc
<ul style="list-style-type: none"> <li>• 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</li> </ul>	Y1-6	
<ul style="list-style-type: none"> <li>• 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</li> </ul>	Y1-5	
<b>RESPECTFUL RELATIONSHIPS</b>		
<ul style="list-style-type: none"> <li>• 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</li> </ul>	Y2-6	Y1-2 – dining room etiquette Y1 – RE Y1 – Internet safety Y2 History – Emmeline Pankhurst Y2 RE

<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul>	Y2-6	Y2 Art/History – Frieda Kahlo Y3 History/English – Black History Month – Harriet Tubman
<ul style="list-style-type: none"> <li>the conventions of courtesy and manners</li> </ul>	Y3, Y5	Y3 History – Holocaust Memorial Week Y3 ICT – Internet and email safety
<ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness</li> </ul>	Y3-4	Y4 RE - festivals Y5 Art – Ancient Greek Art Y5 – ICT – online safety
<ul style="list-style-type: none"> <li>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</li> </ul>	Y1-6	Y6 Art – study of different cultures Y4 ICT Online communication (WhatsApp, FaceTime, Email, Gaming sidebar) Y6 Music - Reggae –
<ul style="list-style-type: none"> <li>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</li> </ul>	Y3 -6	Learning about social injustice and how we can approach this. Learning about stereotypes
<ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>	Y4 -6	
<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	Y3, Y4, Y6	
<b>ONLINE RELATIONSHIPS</b>		
<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not</li> </ul>	Y6	Computing lessons. External provider workshops every two years All year groups cover online safety as the first topic in ICT lessons.
<ul style="list-style-type: none"> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others</li> </ul>	Y4, Y6	



online including when we are anonymous		
<ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> </ul>	Y1, Y2	
<ul style="list-style-type: none"> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> </ul>	Y4, Y6	
<ul style="list-style-type: none"> <li>how information and data is shared and used online</li> </ul>	Y6	
<b>BEING SAFE</b>		
<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul>	Y3, Y4, Y6	NSPCC workshops for Y5 & 6 every 3 years, Y1 ICT – Online Safety Y1 Science – Ourselves/my body Y2 ICT – Online Safety Y3 ICT – Internet and email safety Y4 ICT Online Safety, Online communication and Online Research Y6 ICT – Online Safety unit of work
<ul style="list-style-type: none"> <li>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</li> </ul>	Y1-5, Y6	
<ul style="list-style-type: none"> <li>that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> </ul>	Y1, Y3, Y4, Y6	
<ul style="list-style-type: none"> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> </ul>	Y2-4, Y6	
<ul style="list-style-type: none"> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult</li> </ul>	Y3, Y4, Y6	

<ul style="list-style-type: none"> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> </ul>	Y2-Y4, Y6	
<ul style="list-style-type: none"> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> </ul>	Y2-4, Y6	
<ul style="list-style-type: none"> <li>• where to get advice from e.g. family, School and/or other sources</li> </ul>	Y2-4, Y6	
<b>CHANGING ADOLESCENT BODY</b>		
<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> </ul>	Y5, Y6	
<ul style="list-style-type: none"> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>	Y5, Y6	

### Appendix B – Coverage across the Senior School

<b>Topics and Objectives</b>	<b>Year Groups Taught and Topic (if different)</b>
<b>Families</b>	
<ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• what marriage is, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• the characteristics and legal status of other types of long-term relationships</li> </ul>	Y9 Identity: Individual, family and community values Diverse and conflicting values Gender identity and transgender Y10 – Relationships: Relating to others Skills for successful relationships Parenting skills and family life Y11 – Relationships:

<ul style="list-style-type: none"> <li>the roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting</li> <li>how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>	Exploitation and abuse in relationships Help and support for relationships
<b>Respectful relationships, including friendships</b>	
<ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>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 people in positions of authority and due tolerance of other people's beliefs</li> </ul>	Y7, Y9, Y11 Y7 Friendship (How to be a good friend) Y7 Relationships at School Y7 Changes in Relationships as we get older Y9 Healthy & Unhealthy Relationships Y9 Friendships Y7 Influences Y7 Peer Pressure Y9 CEG Stereotypes in the Work place  Y7 Relationships at School Y7 Hinduism Y7 Discrimination: Ability Y7 Discrimination: Racism Y8 Discrimination and religion/legal considerations; Islam: Ageism Y9 Religion and Discrimination: Judaism Y9 Communities unit:

<ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable</li>   <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>	<p>Discrimination through invisibility Challenging discrimination</p> <p>Y7 Bullying</p> <p>Y10 &amp; Y11 Sex, sexuality and sexual health: Consent Sexual relationships Sexual health</p> <p>Year 8 The Equality Act Year 9 The Equality Act and hate crimes</p>
<p><b>Online and media</b></p>	
<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• what to do and where to get support to report material or manage issues online</li> <li>• the impact of viewing harmful content</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partner</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> </ul>	<p>Y7 Relationships via the Internet</p> <p>Y10 &amp; Y11 Risk and safety: The teenage brain Rights and responsibilities online When things go wrong online Y10 &amp; Y11</p> <p>Y10 &amp; Y11 Y10 &amp; Y11 Sex, sexuality and sexual health: Pornography</p> <p>Y10 &amp; Y11 Risk and safety:</p>

<ul style="list-style-type: none"> <li>• how information and data is generated, collected, shared and used online</li> </ul>	Rights and responsibilities online
<b>Being safe</b>	
<ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>	Y9, Y10 & Y11 Sex, sexuality and sexual health: Consent Relationships: Exploitation and abuse in relationships Help and support for relationships
<b>Intimate and sexual relationships, including sexual health</b>	
<ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available</li> <li>• the facts around pregnancy including miscarriage</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through</li> </ul>	Y9, Y10 & Y11 Y9 Sexual relationships  Y9/Y11 Sexual relationships and STIs  Y7 (Science) & Y9 (PSHEE) Y9 Conception/ Fertilisation/Gestation  Y9–Y11  Y9 – 11  Y9/Y11 Y9 Contraception Y11 Sex, sexuality and sexual health: Pregnancy choices  Y9/Y11

<p>condom use) and the importance of and facts about testing</p> <ul style="list-style-type: none"> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>	<p>Y9/Y11</p> <p>Y11 Alcohol, tobacco and other drugs</p> <p>Y9/Y11</p>
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