



PALMERS GREEN HIGH SCHOOL

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

This policy applies to all pupils, including EYFS

Policy reviewed: August 2023

Next review: August 2024

This document will remain valid until the end of the academic year 2023-2024

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 pupil's 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 is 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, SLT/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 Form Time.

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 teachers alongside Form Tutors and Science teachers using the Hodder Explore Learning scheme of work.

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 Head. 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 planned carefully 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

[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
FAMILIES AND PEOPLE WHO CARE FOR ME		
<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability 	Y1-6	Y1 History – Toys Y1 – RE Y1 – Geography – Island Life
<ul style="list-style-type: none"> 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 	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"> 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 	Y1-6	
<ul style="list-style-type: none"> 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 	Y5-6	
<ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong 	Y6	
<ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	Y2, Y3, Y6	

CARING FRIENDSHIPS		
<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends 	Y2-6	Y1-Y6 Art – teaching how to make peer assessment Y1 – English – Julia Donaldson – character relationships
<ul style="list-style-type: none"> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 	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"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 	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"> • 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 	Y1-6	
<ul style="list-style-type: none"> • 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 	Y1-5	
RESPECTFUL RELATIONSHIPS		
<ul style="list-style-type: none"> • 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 	Y2-6	Y1-2 – dining room etiquette Y1 – RE Y1 – Internet safety Y2 History – Emmeline Pankhurst Y2 RE

<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships 	Y2-6	Y2 Art/History – Frieda Kahlo Y3 History/English – Black History Month – Harriet Tubman
<ul style="list-style-type: none"> the conventions of courtesy and manners 	Y3, Y5	Y3 History – Holocaust Memorial Week Y3 ICT – Internet and email safety
<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness 	Y3-4	Y4 RE - festivals Y5 Art – Ancient Greek Art Y5 – ICT – online safety
<ul style="list-style-type: none"> 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 	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"> 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 	Y3 -6	Learning about social injustice and how we can approach this. Learning about stereotypes
<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive 	Y4 -6	
<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults 	Y3, Y4, Y6	
ONLINE RELATIONSHIPS		
<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not 	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"> that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others 	Y4, Y6	

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

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

Appendix B – Coverage across the Senior School

Topics and Objectives	Year Groups Taught
Growing up	
<ul style="list-style-type: none"> • What happens at puberty? Able to describe the physical and emotional changes of puberty. Identifying ways to manage these changes appropriately. 	Y7 KS3 Boost lesson 2.2
<ul style="list-style-type: none"> • Menstrual wellbeing. Have an understand the changes that occur with menstruation and to be able to identify ways to manage menstruation. 	Y7 KS3 Boost lesson 2.3
<ul style="list-style-type: none"> • Personal hygiene. To understand the importance of personal hygiene and to be able to identify ways of achieving and maintaining healthy hygiene practices. 	Y7 KS3 Boost lesson 2.4
<ul style="list-style-type: none"> • Why am I feeling like this? Understanding of how feelings change as they grow and mature and to be able to identify ways to build confidence to be able to cope with these changes. 	Y7 KS3 Boost lesson 2.5
<ul style="list-style-type: none"> • Why are friends important? To gain an understanding that relationships affect everything 	Y7 KS3 Boost lesson 2.6

<p>they do and to understand that positive friendships are important in their lives. To understand that friendships can cause strong feelings and emotions.</p>	
<p>Relationships</p>	
<ul style="list-style-type: none"> • What are the different types of relationships? To be able to name different types of relationships and identify some of the qualities needed to maintain good relationships. To understand that most relationships go through positive and negative phases, and need to be maintained. • What is a healthy relationship? To be able to say what makes a healthy relationship and identify the warning signs of an unhealthy relationship. • Communication skills. To know how to express themselves clearly, share feelings openly and listen to others and to explain what 'assertiveness' is. • Is commitment important in relationships? To know what happens in marriage and other partnership ceremonies, and be able to discuss the significance of commitment vows and to be able to explain the legal status of marriage, civil partnerships and other types of long-term relationships. To be able to give some reasons why stable relationships may support the bringing up of children. • Abuse in relationships. To be able to say what 'abuse' is and be able to identify strategies for dealing with potentially dangerous situations. • Relating to others. To be able to describe different types and levels of relationships and be able to explain different roles within relationships. To be able to identify factors that make relationships successful or difficult. • Skills for successful relationships. To develop and evaluate strategies that can help to begin new relationships; and develop and evaluate strategies to help maintain healthy relationships. To develop and evaluate strategies to help end relationships. • Parenting skills and family life. To be able to explain the challenges of bringing up a family and understand the importance of family budgeting. To be able to explain how different people interpret the word 'family' and understand the skills needed to be a good parent. 	<p>Y8 KS3 Boost lesson 3.1</p> <p>Y8 KS3 Boost lesson 3.2</p> <p>Y8 KS3 Boost lesson 3.3</p> <p>Y9 KS3 Boost lesson 3.4</p> <p>Y9 KS3 Boost lesson 3.5</p> <p>Y10 KS4 Boost lesson 2.1</p> <p>Y10 KS4 Boost lesson 2.2</p> <p>Y10 KS4 Boost lesson 2.3</p>

<ul style="list-style-type: none"> • Exploitation and abuse in relationships. To understand issues that can make relationships unhealthy or damaging and understand laws that support people in unhealthy relationship situations. To be able to explain why respect is an important part of a relationship and be able to identify potentially abusive relationships. • Help and support for relationships. To be able to describe signs of exploitation in relationships and be able to recognise signs of harm and risk in relationships. To know how and where to seek support for relationships. 	<p>Y11 KS4 Boost lesson 2.4</p> <p>Y11 KS4 Boost lesson 2.5</p>
Sex, sexuality and sexual health	
<ul style="list-style-type: none"> • Conception, pregnancy and birth. To be able to explain the link between lifestyle and fertility and understand how fertilisation leads to pregnancy and birth. To Be able to identify choices around pregnancy. • Choices around sex. To be able to give reasons why people have sex and understand their choices around sex. To be able to explain some of the issues surrounding 'early sex'. • Pornography and sexting. To be able to explain how pornography affects lives and be able to identify the risks and implications of sexting. • Sex and the law. To be able to explain 'consent' and why it is so important and be able to state some laws around sex. • What is contraception? To be able to identify some facts and myths about contraception and be able to name a variety of types of contraception. To be able to give advice to young people wanting to learn about contraception. • What are STIs? To be able to explain facts about key sexually transmitted infections (STIs). • Sex, sexuality and sexual health. To be able to state the age of consent and explain what consent means and be able to describe the laws around consent. To be able to identify when consent is and is not given in a range of scenarios. • Sexual relationships. To understand the importance of, and responsibility that comes with, sexual relationships and be able to list a range of ways that 	<p>Y8 KS3 Boost lesson 4.4</p> <p>Y9 KS3 Boost lesson 4.1</p> <p>Y9 KS3 Boost lesson 4.2</p> <p>Y9 KS3 Boost lesson 4.3</p> <p>Y9 KS3 Boost lesson 4.5</p> <p>Y9 KS3 Boost lesson 4.6</p> <p>Y10 KS4 Boost lesson 3.1</p> <p>Y10 KS4 Boost lesson 3.2</p>

<p>people can show love and affection in relationships. To be able to describe some of the benefits of sexual relationships.</p> <ul style="list-style-type: none"> • Sexual health. To understand what it means to be sexually healthy and be able to describe different types of contraception and how they work. To be able to identify which contraceptives are most appropriate for different scenarios and understand the signs, symptoms and causes of sexually transmitted infections (STIs). To know how and where to seek sexual health advice. • Pregnancy choices. To be aware of pregnancy rates in the UK and be able to state factors that increase the risk of unplanned pregnancies. To be able to explain the choices available for someone who is pregnant. • Pornography. To be able to describe the impact of pornography on children and young people and understand the impact of pornography on relationships. To be able to explain the laws relating to pornography. 	<p>Y11 KS4 Boost lesson 3.3</p> <p>Y11 KS4 Boost lesson 3.4</p> <p>Y11 KS4 Boost lesson 3.5</p>
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