Egerton Rothesay School

Relationships and Sex Education (RSE) Policy

Introduction

We are aware that our pupils 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.

Aims

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help 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.

The school's RSE policy will provide clear progression as pupils move through the school. We will build on the foundation of RSE in the primary age range and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful, happy and resilient adult.

Teaching of RSE at ERS will enable students:

- to develop knowledge and understanding of positive and healthy relationships and to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful

- to understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing

- to be aware of their rights especially in relation to their bodies

- to develop social and relationship skills and protective behaviours

- to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way

- to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;

- to know how and where to access appropriate support

- to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online

- to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

Statutory Guidance

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 pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies.

This policy was developed in response to:

- Statutory guidance on RSE and health education
- Keeping children safe in education: for schools and colleges
- Behaviour and discipline in schools: guidance for headteachers and staff
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice: 0 to 25 years
- Alternative provision
- Mental health and behaviour in schools
- Preventing and tackling bullying
- Cyber bullying: advice for headteachers and school staff
- Advice for parents and carers on cyber bullying
- Sexual violence and sexual harassment between children in schools and colleges
- Promoting fundamental British values as part of SMSC in schools
- National Citizen Service: guidance for schools and colleges

Links with other policies

This policy should be read in conjunction with the following school policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality and Diversity Policy

Delivery of RSE

ERS recognises that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will be taught within the school's PSHE framework (see PSHE handbook) and will complement and be supported by the school's policies on behaviour, equality and diversity, anti-bullying and safeguarding. RSE will sit within the context of the school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and within its pastoral care and support systems

The content of the RSE curriculum (see Appendices 1 and 2) will be delivered in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used confidently in real life situations.

The lead teacher for PSHE will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as Science, ICT and PE.

Roles and Responsibilities

The governing body will:

- Monitor the implementation of the policy across the school
- Monitor pupil progress to ensure that pupils achieve expected outcomes
- Ensure that the school is resourced in such a way that it is able to fulfil its legal obligations

The Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy
- All teachers explore how technology and different teaching approaches can be fully utilised to support the teaching of RSE
- The teaching of RSE is accessible to all pupils
- The RSE programme is staffed and timetabled to enable the school to fulfil its statutory obligations
- The school works with parents/carers when planning and delivering RSE
- Clear information is provided to parents on the subject content and on the right to request that their child is withdrawn from sex education

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- Pupils are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- Teaching will take place in the context of an explicit moral framework;
- All points of view they may express during the course of teaching RSE are unbiased;
- The teaching of RSE is delivered in ways that are accessible to all pupils;
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Leads.

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, the Headteacher will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, the school will respect the parents' request to withdraw their child, 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.

The Headteacher will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

Working with external agencies

The school is aware that working with external partners will enhance the delivery of RSE and will encourage visitors with specialist knowledge and implement different ways of engaging with young people.

Where ERS makes use of external agencies, the credentials of the visiting organisation and any visitors linked to the agency will be checked. The school will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

Staff will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils.

All visitors will be made aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

Safeguarding and confidentiality
The school recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role schools have in preventative education.

At ERS, pupils are given open access to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

All staff are aware of what to do if a child raises a concern of a safeguarding nature. Such a concern must be reported to the Designated Safeguarding Lead (DSL), using the procedures outlined in the school's safeguarding policy. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality.

Policy approved by: Pat Cassidy
(on behalf of Governing Body)
Date: September 2023
Next Review (latest):October 2024

Appendix 1: RSE content taught in senior school at ERS

Secondary school: Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary school:

Topic	Guidance	Where?
Families	Pupils should know • that there are different types of committed, stable relationships.	Y7 Y8 Y11
	• how these relationships might contribute to human happiness and their importance for bringing up children.	Y7
	• what marriage is, including their 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.	Y7 Y11
	• why marriage is an important relationship choice for many couples and why it must be freely entered into.	Y7 Y10
	• the characteristics and legal status of other types of long-term relationships.	Y11
	• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Y7
	• 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.	Y9 Y8 Y10
Respectful relationships, including friendships	Pupils should know • 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.	Y8 Y9
	• practical steps they can take in a range of different contexts to improve or support respectful relationships.	Y8 Y9
	• 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).	Y8 Y11
	• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should	Y8 Y11

	show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	Y10
	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Y10
	• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Y10
	• what constitutes sexual harassment and sexual violence and why these are always unacceptable.	Y11 Y10
	• 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.	Y11 Y8
Online and media	Pupils should know • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Y8
	• 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.	Y8
	• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Y8
	• what to do and where to get support to report material or manage issues online.	Y8
	• the impact of viewing harmful content.	Y10
	• 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 partners.	Y10
	• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Y10
	• how information and data is generated, collected, shared and used online.	Y10
Being safe	Pupils should know	
	• 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.	Y10
		Y11

	• 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).	
Intimate and sexual relationships, including sexual health	Pupils should know • 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.	Y11
	• 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.	Y11 Y10
	• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	Y11 Y10
	• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Y9 Y11
	• that they have a choice to delay sex or to enjoy intimacy without sex.	Y9 Y11
	• the facts about the full range of contraceptive choices, efficacy and options available.	Y11 Y9
	• the facts around pregnancy including miscarriage.	
	• 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).	Y10
	• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	Y11 Y9
	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Y11 Y9
	• how the use of alcohol and drugs can lead to risky sexual behaviour.	Y11 Y9
	• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Y11 Y9

Appendix 2: RSE content taught in primary school at ERS

Key for 2022-23: PAM working on Year 2, PSS working on Year 3, PCD and PIH working on Year 4/5.

By the end of primary school:

Topic	Guidance	Where?
Relationship Education		
Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • that marriage[13] represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	PAM PSS PIH + PCD
Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	PAM PSS PIH + PCD

	• 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. • 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.	
Respectful relationships	Pupils should know • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.	PAM PSS PIH + PCD
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	PAM PSS PIH + PCD

	• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.	
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.	PAM PSS PIH + PCD
Physical Health and Mental Wellbeing		
Mental wellbeing	Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	PAM PSS PIH PCD

	• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	
Internet safety and harms	Pupils should know • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.	PAM PSS PIH + PCD

Physical health and fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.	PAM PSS PIH
Healthy eating	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	PAM PSS PIH PCD
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	PAM PIH + PCD
Health and prevention	Pupils should know • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.	PAM PSS PIH PCD

Basic first aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.	PSS All Poplar
Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.	Poplar Year 5 + 6 pupils at end of Year