

PAPPLEWICK SCHOOL

RELATIONSHIP & SEX EDUCATION (RSE) POLICY

In an ever changing world, Papplewick is a school where boys can still very much be boys, alongside the guidance and support of teaching staff who nurture the boys, enable them to make well informed decisions and manage risk. We know that boys of this age have a natural spark and individuality about them and we seek to promote kindness, respect, happiness and confidence within all our students.

INTRODUCTION

Relationship and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality, sexual health, healthy lifestyles, diversity, equality, inclusion and personal identity. When the term 'relationships' is applied this policy, it is in relation to relationships both on and offline. Some aspects of RSE are delivered in Personal, Social, Health and Economic Education (PSHE), Science, and others are taught as part of IT. Aspects of RSE are also addressed through a carefully planned Assembly and Chapel rota.

This policy should be read in conjunction with our PSHE Policy as well as our Safeguarding and Child Protection, Behaviour and Anti-Bullying policies.

Effective RSE does not promote sexual activity. It teaches students to understand sexuality, to respect themselves and to respect others.

ROLES AND RESPONSIBILITIES

Governors

The Governing Body will approve the RSE policy annually. The Governors delegate the responsibility for implementation of this policy to the Headmaster.

Headmaster

The Headmaster is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE. The Headmaster is responsible for RSE being embedded within the curriculum.

RSE Leadership

The RSE programme is led, delivered, monitored and reviewed by our Head of PSHE/RSE. It is supported predominantly by teachers of science (in the lower, junior and senior school), as well as teachers of ICT. RSE is also supported by the Pastoral Team, school nurse, SEND Department and external speakers/workshops. Teachers of RSE are encouraged to complete appropriate training on the topics they are expected to teach during the academic year to support students in the effective delivery of RSE education. The Head of PSHE/RSE works closely with Heads of Department to ensure relationships, sex and health education programmes of study complement, and therefore do not duplicate, the content covered in other subjects, such as Science and IT.

AIMS

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives students essential skills for building positive, enjoyable, respectful and healthy relationships and staying safe both on and offline. Inclusion of RSE helps Papplewick

School to create a safe school environment in which our students can learn, grow, and develop positive relationships. This is essential as it ensures:

- Students have good quality education, as set out in the United Nations Convention of the Rights of the Child
- Key building blocks of healthy, respectful relationships are developed in focusing on families, friendships, including online, and healthy sexual relationships (senior school)
- Students are prepared for physical and emotional changes they undergo at puberty, and they are given the opportunity to explore different types of relationships in a timely manner
- We are meeting our safeguarding obligations and our students learn about safety and risks in relationships and how to report, as well as seek advice and support
- Students understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships
- A positive culture regarding relationships and sexuality; challenge prejudice of protected characteristics, foster LGBTQ+ and gender equality and consider issues surrounding gender identity
- Students develop feelings of self-respect, confidence and empathy
- To prepare students for the challenges, opportunities, and responsibilities of adult life
- The promotion of spiritual, moral, social, cultural (SMSC) and physical development of our students

STATUTORY GUIDANCE

Since September 2020, it has been a legal requirement to provide Relationships and Sex Education to all students, as per section 34 of the Children and Social Work Act 2017. Health Education is also compulsory in all schools.

The statutory RSE requirements do not extend to sex education in Y2-Y6 (beyond the biological/reproductive aspects schools are already required to cover in science). However, 'all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the students'. Where schools provide sex education to lower or middle school students, parents have the right to withdraw their child from sex education but not from statutory Relationships Education or Health Education.

In accordance with the Children and Social Work Act 2017, relationships and sex education should have regard to the age and religious background of the pupils and must include:

- i. safety in forming and maintaining relationships,
- ii. the characteristics of healthy relationships, and
- iii. how relationships may affect physical and mental health and wellbeing

Documents that inform the school's RSE policy include:

- Education Act (2011)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping children safe in education – Statutory safeguarding guidance (2023)*
- Children and Social Work Act (2017)

ATTITUDES AND VALUES

RSE has three key components:

Attitudes and Values:

- Family life and stable relationships.
- Value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical and enhancing decision making.
- Individual conscience and moral choices.
- The importance of nurturing children.
- Challenging myths, misconceptions and false assumptions about 'normal' behaviour.

Personal and Social Skills:

- Managing emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on the understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions and to manage conflict.
- Empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Understanding the importance of appropriate, respectful and consensual relationships
- Learning and understanding physical development at appropriate stages.
- Understanding human emotions, relationships, reproduction and sexuality.
- Learning about and understanding the importance of staying safe online and of developing healthy, consensual online relationships.

DELIVERY / CURRICULUM DESIGN

At Papplewick School we consider RSE to be a fundamental part of a student's lifelong learning process, starting in early childhood and continuing into adult life. RSE is taught within the PSHE curriculum with a 30-35 minute timetabled lesson each week. Our guiding principles are that all lessons are age and developmentally appropriate. Lessons are taught sensitively and inclusively, with a commitment to protecting all students regardless of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation (Equality Act 2010). Our RSE programme of study is designed to have a positive impact on our students' health and wellbeing, including their ability to achieve.

At Papplewick School, RSE lessons follow PSHE Association guidelines and are differentiated to ensure the needs of all learners are met. We have carefully sequenced RSE lessons, within the PSHE curriculum, based on the Department for Education's (DfE's) statutory guidance that includes sexual abuse, including online.

Biological elements of RSE are taught within Science and other aspects may be discussed, discreetly, throughout other subjects such as TPR, IT, History and English, when appropriate. RSE is taught to every form group, Y2-Y8, by The Head of PSHE/RSE.

SAFE and EFFECTIVE PRACTICE (Inc. SAFEGUARDING)

PSHE/RSE lessons include allocated time for discussion of topics that students find particularly useful and any RSE lesson may consider questions or issues that some students may find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, their teacher will aim to answer them honestly, within the ground rules established at the start of each lesson. Students also have the opportunity to use the anonymous 'chatterbox', which can be found in their PSHE/RSE classrooms. When it is felt that answering a specific question would provide information at a level inappropriate to the development of the rest of the students, the question is dealt with individually at another time. There is no expectation that the teacher delivering RSE will automatically answer students' questions, however each class is reminded their questions will be answered when the teacher feels is appropriate. Any situation which indicates a cause for concern, must be addressed and any worries emerging from conversations with a child, should be shared with the Pastoral Team or with the Designated Safeguarding Lead.

There may be times when a question raised by a student should be referred to a parent. It is good practice to talk to the student concerned before involving a parent, to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a student feels that they do not want their parent to be spoken to, then this should be taken seriously and discussed with the Designated Safeguarding Lead. It is important to note that a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone unless it is felt that sharing a concern is likely to ensure the health and happiness of the child in question. Staff would refer to the Safeguarding Policy and record any concerns appropriately.

RSE lessons are taught in an environment where questions and discussions on RSE matters can take place without any stigma or embarrassment. We recognise that parents are key in teaching their children about relationships, sex and growing up. As such, we aim to work in partnership with students and parents. Prior to any lessons on RSE taking place, for example, parents are written to by the Head of PSHE/RSE with an outline of the lessons and a summary of their learning objectives. Parents can also request to see any resources that the school (or external providers) are using with their children in RSE lessons by contacting the Head of PSHE/RSE.

ENGAGING STAKEHOLDERS

Parents will be informed about the RSE policy and it will be available to parents via the school website. Papplewick School is committed to working with parents by ensuring they are equipped with up-to-date information relating to RSE changes and statutory guidelines. We inform parents of the lower, middle and senior school PSHE/RSE schemes of work through curriculum maps that are available on the school website. Curriculum maps for PSHE/RSE are working documents and may be subject to change. Parents will be notified, in advance, of significant RSE changes and will be given appropriate time to respond to such alterations. The Head of PSHE/RSE will communicate additional resources to support / facilitate conversations at home, if deemed necessary and useful or requested. Letters to parents typically inform them of the content of the forthcoming RSE lessons and any parents' booklets and links to websites that they might find helpful, should they wish to follow up these conversations at home with their child.

Each academic year, students have the opportunity to reflect upon and discuss the PSHE/RSE curriculum, providing valuable feedback that shapes the provisions for the year ahead.

MONITORING, REPORTING AND EVALUATING

Teachers will reflect on their delivery of RSE through meetings with the Pastoral Team and the Headmaster. Lesson observations are also conducted by the Deputy Head (Curriculum) and the Headmaster. Book checks ensure students are making progress and that there is evidence of age appropriate materials and meaningful learning in PSHE/RSE lessons.

We acknowledge that the effective teaching of RSE, within PSHE and other subject areas, requires particular skills and expertise. CPD can be requested to further support and enhance the delivery of RSE lessons through organisations such as NSPCC and the PSHE Association. Staff have access to the PSHE Association resources and website and our membership is renewed annually.

Students are given an opportunity to review and reflect on their learning during PSHE/RSE lessons as baseline assessments and plenary opportunities allow them to consider their progress, in terms of their knowledge and understanding and identify any changes in their thoughts, views and opinions. Students will also be asked to identify sources of support and suggest where they can get additional help and support on RSE matters. Student voice is influential in adapting and amending planned learning activities to ensure lessons are pitched correctly, based on their needs. Student feedback will enable the Head of PSHE/RSE to collate feedback on the quality of lessons, content, students' views in relation to gaps in current provisions and any additional services that we can be offered to enhance the delivery of RSE at Papplewick School.

STUDENTS

Students are expected to engage fully in PSHE lessons and, when discussing issues related to RSE, treat others with respect and sensitivity.

RIGHT TO WITHDRAW

You cannot withdraw your child from Health Education or Relationships Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. However, if you do not want your child to take part in the Sex Education lessons delivered in PSHE lessons, you can ask that they are withdrawn. The Headmaster will consider this request and discuss it with you, and will grant this in all but exceptional circumstances. Where pupils are withdrawn from sex education lessons, we are required to document the process and will ensure that your child receives appropriate, purposeful education during the period of withdrawal. Parents wishing to see more details of the relationships and sex education materials and curriculum should contact the Head of PSHE/RSE.

Miss Hutchings

Head PSHE

Reviewed: September 2023