

COGNITA

Relationships, Sex and Health Education (SRE) Policy



MEONCROSS
SCHOOL

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1 Introduction and aims

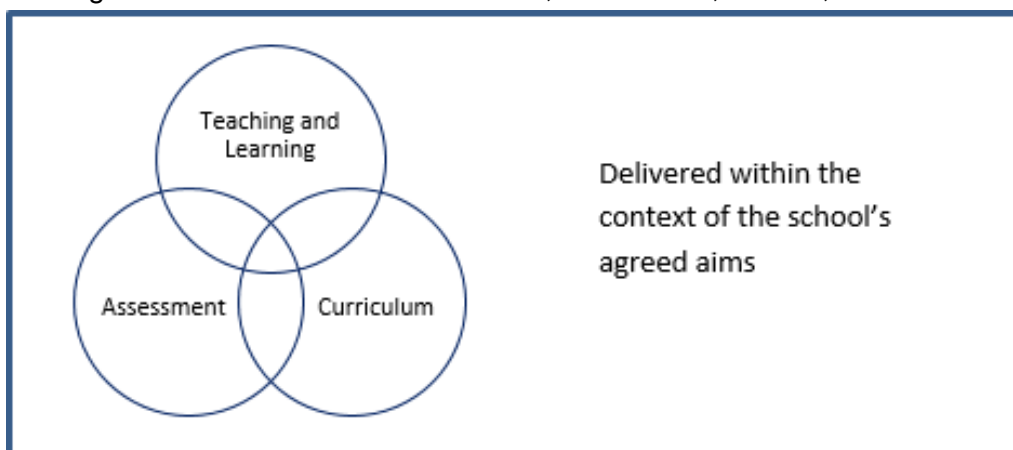
Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence/harassment. This policy applies to all students, including those in the Early Years.

The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) and Health Education supports our school ethos and fulfils our school aims, which are defined as:

- Academic Excellence
- Character Education
- Global Perspective

1.1 This policy forms part of the curriculum.

1.2 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other



opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

1.3 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.

The aims of RSE at our school are to:

- 1.4 Provide a framework in which sensitive discussions can take place.
- 1.5 Prepare students for puberty, give them an understanding of sexual development and the importance of health and hygiene.
- 1.6 Help students develop feelings of self-respect, confidence and empathy.
- 1.7 Create a positive culture around sexuality and relationships.
- 1.8 Teach students the correct vocabulary to describe themselves and their bodies.

- 1.9 Help students understand that healthy relationships are an important part of wellbeing.
- 1.10 Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community

2 Statutory requirements

- 2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.
- 2.2 As an all-through school that includes a primary phase, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards
- 2.3 As an all-through school that includes a secondary phase, we must ensure that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in subparagraph 9, in accordance with section 34 of Children and Social Work Act 2017 and the Independent School Standards, and with regard to guidance outlined in section 403 of the Education Act 1996.

At Meoncross School, we teach RSE as set out in this policy.

3 Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.
- Student consultation – students were consulted with about their RSE lessons through regular questionnaires and feedback.
- Ratification – once amendments were made, the policy was published.

- Policy review – this policy will be reviewed every three years.

4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.
- 5.3 Primary sex education will occur in Year 5 and 6 and will focus on:
- Preparing all students for the changes that adolescence brings; and
 - How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.
 - ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
 - iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.
- 5.4 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

6 Delivery of RSE

In this section, please set out your school's individual approach to delivering RSE.

The following text is a suggested starting point only and should be added to and/or adapted according to your school's approach. You should include how you'll teach RSE-related topics within your curriculum and how you'll consider the needs of all students, including those with special educational needs (also see section 8 on SEND)

- 6.1 Our RSE is taught as part of our PSHE curriculum. The PSHE course is delivered to all students through discrete PSHE lessons taught by our teachers. There is one lesson of taught PSHE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also embedded within the curriculum (e.g., social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.

6.2 RE Primary phase

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Growing and changing
- Feelings and emotions

6.3 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.

6.4 RSE Secondary phase

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

6.5 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.

6.6

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7 Roles and responsibilities

Staff & Governance

7.1 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is Debra Foley. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school.
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

7.3 The Chair of Governors

The Chair of Governors will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes.
- the subjects are well led, effectively managed, and well planned.
- the quality of provision is subject to regular and effective self-evaluation.
- teaching is delivered in ways that are accessible to all pupils with SEND (see below);
- Teaching is sensitive to the needs of all students with protected characteristics under the Equality Act 2010
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

8 Students

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

8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the SENCO. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Meoncross School is mindful of preparing students for adulthood.

Meoncross School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional

and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

9 Parents' right to withdraw

9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

9.2 If parents require more information on RSE for secondary aged children, this is a useful information source of information for them:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf

9.3 Primary School parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative work will be given to students who are withdrawn from sex education.

9.4 Secondary school parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

10 Training

10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme. All Form Tutors and teachers delivering PSHE and RSE attend annual training led by the PSHE Association for the Secondary School or 1decision for the Primary School. Resources are accredited or provided by the PSHE Association or local authority bodies.

10.2 The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11 Monitoring arrangements

11.1 The delivery of RSE is monitored by the Senior Leadership Team through:

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- Curriculum reviews
- Work scrutinises
- Lesson observations/learning walks.

11.2 Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

In the primary school the curriculum is developed in a modular format using resources from the 1decision scheme of work. Resources have been developed over the past nine years created by specialists working together with schools, and most importantly, children. All the materials have received the Quality Mark from the PSHE Association, which means that they include the very best practice as part of a whole primary school approach to keeping children safe, happy, and healthy. The 1decision platform has been designed to be interactive, fun, and engaging. At its core are a series of short film clips with alternative endings, which encourage children to consider the consequences of different decisions. The resources allow children to develop essential skills, knowledge, and vocabulary to manage different influences and pressures in their lives and to make safe and informed choices. These films alongside pupil workbooks and on-screen lesson guides to explore various topics in a safe and supportive learning environment.

Module Abbreviation	5-8 Module Titles	Module Abbreviation	8-11 Module Titles
KSS	Keeping/Staying Safe	KSS	Keeping/Staying Safe
KSH	Keeping/Staying Healthy	KSH	Keeping/Staying Healthy
REL	Relationships	GAC	Growing and Changing
BR	Being Responsible	BR	Being Responsible
FAE	Feelings and Emotions	FAE	Feelings and Emotions
CS	Computer Safety	CS	Computer Safety
OW	Our World	TWW	The Working World
HW	Hazard Watch	AWWJ	A World Without Judgement
FS SPECIAL	Fire Safety (Special Module)	FA SPECIAL	First Aid (Special Module)

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5-8 MODULES	KSS	KSH	REL	BR	FAE	CS	OW	HW	FS SPECIAL*
YEAR 1	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Road Safety	Washing Hands	Friendship	Water Spillage	Jealousy	Online Bullying	Growing in Our World		Hoax Calling
YEAR 2	Tying Shoelaces	Healthy Eating	Bullying	Practice Makes Perfect	Worry	Image Sharing	Living in Our World	Is it safe to eat or drink?	Petty Arson
		Brushing Teeth	Body Language	Helping Someone in Need	Anger	Computer Safety Documentary	Working in Our World		Texting Whilst Driving
YEAR 3	Staying Safe	Medicine	Touch	Stealing	Grief	Making Friends Online	Looking After Our World	Is it safe to play with? Summative Assessment	Enya and Deedee Visit the Fire Station
	Leaning Out of Windows								Summative Assessment
	Summative Assessment	Summative Assessment							

8-11 MODULES	KSS	KSH	GAC	BR	FAE	CS	TWW	AWWJ	FA SPECIAL
YEAR 4	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Cycle Safety	Healthy Living	Appropriate Touch (Relationships)	Coming Home on Time	Jealousy	Online Bullying	Chores at Home	Breaking Down Barriers	First Aid Year 4
YEAR 5	Peer Pressure	Smoking	Puberty	Looking Out for Others	Anger	Image Sharing	Enterprise	Inclusion and Acceptance	First Aid Year 5
	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	
YEAR 6	Water Safety	Alcohol	Conception	Stealing	Worry	Making Friends Online	In-App Purchases	British Values	First Aid Year 6 (Part 1 & Part 2)
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment

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In the secondary school the curriculum is underpinned by the PSHE Association schemes of work. Lessons are enhanced with accredited resources from organisations including Brook, Anna Freud Institute and Enrich RSE. Lessons can be structured to include discussion, video presentations, individual reflections, or group activities completed in workbooks or on OneNote. By setting ground rules at the begin of each lesson pupils will be encouraged to make positive contributions, respect others' views, support and encourage others and have the right to 'pass' if they do not wish to comment. Lessons are designed to be age and stage appropriate whilst considering the needs of the cohort. The resources allow pupils to develop essential skills, knowledge, and vocabulary to manage different influences and pressures in their lives and to make safe and informed choices. Order of topics may change due to the needs of pupils/cohorts and society.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Personal identity, transition and healthy lifestyles</p> <ol style="list-style-type: none"> 1. Transition to secondary school 2. Diet, exercise and how to make healthy choices 	<p>Introduction to careers, employability and enterprise</p> <ol style="list-style-type: none"> 1. Challenging career stereotypes & raising aspiration 2. Enterprise skills & introduction to careers 	<p>Healthy relationships & valuing difference</p> <ol style="list-style-type: none"> 1. Diversity, prejudice and bullying including cyber bullying 2. Managing on- and off-line friendships 	<p>Healthy lifestyles</p> <ol style="list-style-type: none"> 1. The risks of alcohol, tobacco and other substances 2. Managing puberty and the issues of unwanted contact and FGM 	<p>Relationships & sex</p> <ol style="list-style-type: none"> 1. Self-esteem, romance and friendships 2. Exploring family life 	<p>Economic wellbeing</p> <ol style="list-style-type: none"> 1. Making ethical financial decisions 2. Saving, spending and budgeting our money
Year 8	<p>Keeping safe & healthy lifestyles</p> <p>Alcohol and drug misuse and managing peer influence</p>	<p>Rights & responsibilities</p> <p>Rights and responsibilities in the community including tackling age and disability discrimination</p>	<p>Valuing difference & healthy relationships</p> <ol style="list-style-type: none"> 1. Tackling racism and religious discrimination, promoting human rights 2. Online safety and digital literacy 	<p>Healthy lifestyles & wellbeing</p> <ol style="list-style-type: none"> 1. Mental health and emotional wellbeing, including body image 2. Managing change and loss 	<p>Relationships & sex</p> <ol style="list-style-type: none"> 1. Introduction to sexuality and consent 2. Introduction to contraception including condom and the pill 	<p>Economic wellbeing</p> <ol style="list-style-type: none"> 1. Evaluating value for money in services 2. Risks and consequences making financial decisions
Year 9	<p>Keeping safe & healthy lifestyles</p> <ol style="list-style-type: none"> 1. Peer pressure, assertiveness and risk, gang crime 2. Dieting, lifestyle balance and unhealthy coping strategies 	<p>Future Aspirations</p> <ol style="list-style-type: none"> 1. Understanding careers and future aspirations 2. Identifying learning strengths and setting goals as part of the GCSE options process 	<p>Healthy relationships & valuing difference</p> <ol style="list-style-type: none"> 1. Managing conflict at home and the dangers of running away from home 2. Tackling homophobia, transphobia and sexism 	<p>Healthy lifestyles</p> <ol style="list-style-type: none"> 1. Managing peer pressure in relation to illicit substances and assessing the risks of drug and alcohol abuse and addiction 2. Relationships and sex education including healthy 	<p>Relationships & sex</p> <p>The risks of unprotected sex including pregnancy & STIs, sexting and pornography</p>	<p>Employability & enterprise</p> <ol style="list-style-type: none"> 1. Planning and carrying out an enterprise project 2. Reflecting on learning skills development in key stage 3

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				relationships and consent		
Year 10	<p>Health & wellbeing</p> <p>Mental health</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>Living in the wider world</p> <p>Financial decision making</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p>Relationships</p> <p>Healthy relationships</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p>Health & wellbeing</p> <p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models and the media</p>	<p>Relationships</p> <p>Addressing extremism and radicalisation</p> <p>Communities, belonging and challenging extremism</p>	<p>Living in the wider world</p> <p>Personal economics</p>
Year 11	<p>Living in the wider world</p> <p>Next Steps</p> <p>Application processes, and skills for further education, employment and career progression</p>	<p>Health & wellbeing</p> <p>1. Learning and revision skills to maximise potential</p> <p>2. Promoting self-esteem</p>	<p>Relationships</p> <p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Health & wellbeing</p> <p>Independence</p> <p>Responsible health choices, and safety in independent contexts</p>	<p>Relationships</p> <p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	

Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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 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
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 • 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 • 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

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TOPIC	STUDENTS SHOULD KNOW
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 • 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
Online relationships	<ul style="list-style-type: none"> • 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 • 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	<ul style="list-style-type: none"> • 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

Appendix 2: By the end of secondary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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

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TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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 • 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)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Relationships and Sex Education (RSE) Policy

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Related documentation	
Related documentation	Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards