



HEATHSIDE SCHOOL
HAMPSTEAD

Relationships and Sex Education Policy

Introduction

At Heathside we believe that Relationships and Sex Education (RSE) is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

Heathside School believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equity and celebration of difference.

We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

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

- PSHE Policy
- Anti-Bullying Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy,
- Science Curriculum Policy,
- e-Safety Policy
- School Visitors Policy

What is Relationships Education?

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, consent, safer sex, sexually transmitted infections and sexual health.

We take the approach that Relationships and Sex Education are best approached in an integrated way that is respectful of gender equity and human rights. We will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

Content and benefits of RSE

Central to Heathside is the belief that the education provided is not only about the gaining of knowledge and the acquiring of essential skills, important though they are, but that it is also about the personal development of each pupil, in its fullest sense.

In successive pieces of legislation since the 1992 Education Reform Act, the development of pupils' spiritual, moral, social and cultural development has been a focus of attention. An implication of this Act is that adults and young people alike should show, and be entitled to expect from others, good standards of behaviour, marked by respect, courtesy and freedom from harassment. All staff have a responsibility to make a positive contribution to pupils' personal development.

Aims

At Heathside we aim to not only cover the curriculum content outlined in the RSE Guidance, but to equip our pupils with the necessary knowledge and skills to build positive and respectful relationships online and in person. Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum. Through our comprehensive Relationships Education provision, we seek to ensure that our curriculum gives pupils the knowledge, skills, attitudes and values that will help them to:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.
- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

Roles and Responsibilities

The RSE curriculum programme and policy will be led by the PSHE Lead who is responsible for leading the PSHE curriculum subject, including the delivery of RSE.

The Head teacher is responsible for:

- Liaising with the PSHE subject lead
- Checking all key policies
- Ensuring that RSE is taught consistently across the school
- Managing parental requests to withdraw pupils from (non-statutory) components of RSE

PSHE and RSE lessons will be taught by all teaching staff at the school who have received specific training in delivering RSE. In addition to fostering academic progress staff should actively contribute to the guidance of the physical, moral and spiritual wellbeing of pupils. Teachers will be expected to teach RSE in accordance with the current values and ethos of the school. Teaching staff with a responsibility for delivering RSE content will have appropriate training and professional development opportunities made available to them throughout the year, to help support the effective delivery of RSE.

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, to treat others with respect and sensitivity. All lessons will be supported by a range of teaching assistants.

Curriculum

RSE is delivered through a range of assemblies and curriculum areas but is specifically addressed through the schools PSHE curriculum. This curriculum is developed by the PSHE group in conjunction with the views of teachers, pupils and parents. In School we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. All content will be delivered through a range of subjects including Science and PSHE in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

Our scheme of work delivers the RSE curriculum in accordance with the RSE Mapping document which identifies the topics that are statutory and that parents cannot withdraw their child from and which lessons parents can withdraw their children from.

Heathside takes a whole school approach to supporting pupils to be safe, happy, and prepared for life beyond school.

By the end of primary school, pupils should know:

a. Families and people who care for me

- families are important for growing children because they give love, security, and stability
- the characteristics of healthy family life
- when others' families look different, to respect those difference and know that other children's families are also characterised by love and care
- stable, caring relationships, which may be of different types, are at the heart of happy families, and important for children's security
- 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

b. Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- characteristics of friendships
- healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- most friendships have ups and downs, but these can be repaired and resorting to violence is never right
- how to recognise who to trust and not trust, to judge when a friendships if making them feel unhappy or uncomfortable, managing conflict, how to seek help or advice from others if needed in these situations

c. Respectful Relationships

- the importance of respecting others, even when they are very different from them, or make difference choices or have different preferences or beliefs
- practical steps to improve or support respectful relationships
- courtesy and manners
- importance of self-respect and how this links to their own happiness

By the end of Year 8 pupils should have knowledge on all the topics specified for primary pupils as well as some knowledge of the following:

a. Families:

- 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 marriages carries legal rights and protections not available to couples who are cohabitating 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

b. Respectful relationships, including friendships:

- the characteristics of positive healthy friendships (in all contexts, including online), this includes different (non-sexual) types of relationships
- 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 right and responsibilities regarding equality (particularly with reference to the protected characteristics) and that everyone is unique and equal

c. Online and media

- their rights and responsibilities 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

d. Being safe

- 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)

e. Intimate and sexual relationships, including sexual health

- 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
- 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 and menopause
- there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others
- they have a choice to delay sex or to enjoy intimacy without sex
- the fact 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

f. The law

- pupils should be made aware of the relevant legal provisions when relevant topics are being taught, for example: marriage, consent (including the age of consent), violence against women and girls, online behaviours, pornography, abortion, sexuality, gender identity, substance misuse, violence and exploitation by gangs, extremism/radicalisation, criminal exploitation, hate crime, FGM

RSE is woven into our PSHE curriculum, and is taught through 2 of the 3 strands of PSHE. We teach RSE through Relationships and Health and Wellbeing. Please see below to see when each topic is taught. A topic highlighted in red means that it contains a lesson(s) that the parents may opt out of. At Heathside we hold parent consultation evenings prior to teaching these topics to allow parents to be informed about what their child will be learning and offer support and guidance.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y 1	Relationships - TEAM	Health and wellbeing - It's my body	Living in the wider world – Diverse Britain	Relationships – Be yourself	Health and wellbeing – Think positive	Living in the wider world – Money matters
Y 2	Relationships – VIPs	Health and wellbeing – Safety first	Living in the wider world – One world	Relationships – Digital wellbeing	Health and wellbeing - Growing up	Living in the wider world - Aiming high
Y 3	Relationships - TEAM	Health and wellbeing - It's my body	Living in the wider world – Diverse Britain	Relationships – Be yourself	Health and wellbeing – Think positive	Living in the wider world – Money matters
Y 4	Relationships – VIPs	Health and wellbeing – Safety first	Living in the wider world – One world	Relationships – Digital wellbeing	Health and wellbeing - Growing up	Living in the wider world - Aiming high

Y 5	Relationships - TEAM	Health and wellbeing - It's my body	Living in the wider world – Diverse Britain	Relationships – Be yourself	Health and wellbeing - Growing up	Living in the wider world – Money matters
Y 6	Relationships – VIPs	Health and wellbeing – Safety first	Living in the wider world – One world	Relationships – Digital wellbeing	Health and wellbeing – Think positive	Living in the wider world - Aiming high
Y 7	Relationships - relationships, identity and safety	Health and wellbeing - Healthy living and responsible choices	Living in the wider world - How can I boost my self esteem?	Relationships - relationships, identity and safety	Health and wellbeing - Puberty, Emotional Health and Wellbeing	Living in the wider world - Managing finances
Y 8	Relationships - Sex, relationships and conflict	Health and wellbeing - My goals, behaviour and emotions	Living in the wider world - Careers and finance	Relationships - discrimination, prejudice and challenges	Health and wellbeing - looking after our health	Living in the wider world - Prejudice, Values, Extremism + Cults

Delivery

RSE will be delivered by the PSHE teachers and form tutors who will work closely with colleagues in related curriculum areas (Science, computing, PE) to ensure a holistic and joined up approach to what is taught in RSE. We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as topics explored in school assemblies, through art and drama, school celebrations or events. RSE will address aspects of relationships and sex in an integrated way within a single topic. We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education (see section below). The programme will be delivered in a non judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff are expected to behave professionally at all times and are not expected to express their personal views or beliefs when teaching RSE.

Pupil voice

Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils. (DfE Guidance, p12)

Pupil voice is central to the culture and ethos of Heathside. We use pupil voice to evaluate how relevant and engaging RSE is to children's lives. Throughout our RSE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted and our teachers will use a range of strategies to promote open thoughts and dialogue such as the use of a thoughts box, or with older pupils perhaps big questions.

Answering pupil questions

The school's policy should cover how the school handles [difficult] questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. (RSHE Guidance, p23)

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carers has requested their child to be removed from sex education lessons. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Working with parents/carers

All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when. (RSHE Guidance, p17) All schools must have in place a written policy for [...] RSE. Schools must consult parents in developing and reviewing their policy. (RSHE Guidance, p11)

We believe that the successful teaching of RSE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

Our RSE policy has been developed through consulting parents and carers. We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- Presentations and open meetings with parents to outline the different aspects of the curriculum.
- School surveys are carried out to identify what are the best ways to engage with parents/carers and highlight where there is misinformation/ lack of clarity/ questions about the curriculum as well as to identify barriers to engagement.
- Curriculum guides
- Headteacher surgeries

We may also share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

Equality

Heathside complies with the relevant requirements of the Equality Act 2010. We present the information without unlawful discrimination and make adjustments to alleviate disadvantage as well as being mindful of the SEND Code of practice when planning for these subjects.

Pupils with special educational needs and disabilities (SEND)

Heathside aims to make the RSE and Health Education curriculum accessible to all pupils. When needed, the curriculum content is tailored to meet the specific needs of pupils at different developmental stages. Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. As with all teaching for these subjects, Heathside ensures that our teaching is sensitive, age-appropriate, developmentally appropriate, and delivered with reference to the law.

Heathside ensures that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Sexual orientation and gender reassignment are protected characteristics under the Equality Act 2010. LGBT education is integrated into our programmes of study rather than being delivered as a stand alone unit or lesson, using teaching that is sensitive and age-appropriate in approach and content.

The right to withdraw from RSE

All schools should work closely with parents [...] and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. (RSHE Guidance, p17)

- As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of PSHE.
- Parents/carers do not have a right to withdraw their child from Relationships Education.
- Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.
- Parents do not have the right to withdraw their child from Health Education.
- All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and

social justice. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this. Except in exceptional circumstances, we 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 will make arrangements to provide the child with sex education during one of those terms. We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

To identify which areas of the curriculum fall within each of the above categories, Please see curriculum overview

Working with visitors and external agencies

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people [...] It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. (RSHE Guidance, p18)

From time-to-time the school may invite external experts and visitors to deliver parts of our RSE scheme of work. External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school. External visitors may include First aid trainers, representatives of charities and support bodies and other experts. A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have. Any external visitor will be expected to comply with this policy and other related policies, including the school's Safeguarding and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.
- They will also be made aware of any specific issues relating to child protection.

Safeguarding and child protection

At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education [...] Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. (RSHE Guidance, p42)

Heathside acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse. We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures. We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

Monitoring and evaluation

The RSE and entire PSHE curriculum, including plans, schemes of work and samples of pupils' work, will be regularly monitored and reviewed by the PSHE lead and associated members of staff in the PSHE working group. Teachers will critically reflect on their work in delivering RSE content effectively through staff questionnaires, learning walks and

book looks. Staff will be encouraged to contribute their own ideas including any suggested improvements at regular intervals throughout the year.

Pupils will have the opportunity to review and reflect on their own learning during lessons through teacher feedback (verbal and written), self and peer assessment and mini assessment checks. Pupil voice will also be influential in adapting and amending the planned learning activities to ensure we are meeting the needs of all our young people.

Resources

- DfE guidance document, Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)
- Keeping Children Safe in Education 2022
- Equality Act 2010
- UNICEF, Convention on the Rights of Children Article 3
- Education Department's Child Protection circular 10/95, Protecting Children from Abuse: the Role of the Education Service
- PSHE Association, Producing your school's sex and relationship education policy
- Council of Europe, Kiko and the Hand
- The Christopher Winter Project curriculum
- Getting it on NHS website
- Childline.org.uk