

## Relationship and Sex Education Policy

### Applies to:

- The whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and support), the Directors and volunteers working in the school.

***In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and the Proprietor.***

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.

At Radnor House Sevenoaks, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives. Following the guidelines set out in the DfE document July 2020: Relationships Education, Relationships and Sex Education (RSE) and Health Education, Radnor House Sevenoaks is committed to delivering the specified topics to each student in their relevant stages. The PSHEE policy and schemes of work are comprehensive in its delivery of all aspects of Living in the Wider World; Health and Wellbeing, and Relationships. This policy aims to outline the specific content of the Relationships and Sex education within these areas, and in line with the DfE defines the programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health."

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

### Related Documents

Anti-Bullying Policy	Behaviour Policy
Learning Differences including SEND Policy	Online Safety Policy
Personal, Social, Health, and Economic Education Policy	Safeguarding Policy
Single Equalities Policy	Social, Moral, Spiritual and Cultural (SMSC) policy.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Children and Social Work Act 2017	DfE (2020) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
DfE (2020) 'Keeping children safe in education'	DfE (2015) 'National curriculum in England: science programmes of study'
Education Act {1996}	Equality Act 2010
Learning and Skills Act (2000) We've got it covered...Mapping the PSHE Association Programme, PSHE Association, February 2019	The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

**Availability:**

This policy is made available to parents, staff and pupils in the following ways: via the school website, within the Parent Policies Folder in the Reception area, and on request a copy may be obtained from the School Office.

**Monitoring and Review:**

This policy has been produced by the PSHEE leads at Primary and Secondary level and is subject to continuous monitoring, refinement and audit by the Head.

The Board of Directors undertake a formal annual review of this policy.

Signed



Fraser Halliwell  
Head  
September 2020



Dr Colin Diggory  
Chairman of the Board of Directors

## Definition

Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.

We believe Relationship and Sex Education is important for our students within our school because as it states on the DfE guidance:

"To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support."

We view the partnership of home and school as vital in providing the context in which RSE fits within each individual student's environment and beliefs.

Our school's overarching aims for our student are that they are equipped with relevant and significant information to make informed, healthy decisions and actions regarding relationships.

We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by the variety of resources we use; ensuring key workers in school and parents are aware of the topics covered within lessons and when these will happen to allow students/pupils to have healthy conversations regarding these topics; ensuring the extended pastoral system is able to refer and support the teaching of all topics.

We ensure RSE fosters gender equality and LGBT+ equality by covering relevant case studies within our more general lessons on equality, inclusion and relationships, and allowing open appropriate conversations on the issue.

The intended outcomes of our programme for students are detailed below in the relevant Prep and Senior details of content.

### Details of content:

#### At Primary age students will cover the following topics:

RSE is split into five core themes across the Prep School: Families and people who care for me, caring relationships, respectful relationships, online relationships and being safe. These themes are used as a guide for the PSHEE coordinator to plan the Prep PSHEE coverage.

Please refer to the Programme of Study map in appendix 1 that indicates from the PSHE Association in which Key Stage each topic will be taught. At Radnor House Sevenoaks, we will be using our professional judgement, knowledge of the pupils relationships and needs as well as our understanding of age appropriateness to plan lessons accordingly. Parents will be informed of the coverage via the bulletin and will have the opportunity to discuss with the PSHEE coordinator and class teacher if support, guidance or further information is required.

In the Prep school we have outlined our key topics that will be covered in the two sections of the school. By the end of each section, our pupils will have a confident understanding of the below:

#### Pre-Prep (EYFS-Year 2):

- **Positive relationships**
  - Group and class rules
  - Identifying special people
  - Learning how to care for one another
  - Listening

- Playing and working cooperatively
- Resolving simple arguments (through negotiations)
- Teasing and bullying and how to deal with it
- **Growing and changing**
  - The process of growing from young to old
  - Opportunities and responsibilities
  - Independence
- **Similarities and differences**
  - Names of body parts (including external genitalia) in boys and girls
  - Body differences across genders
  - Being unique
  - What we have in common
  - Identifying and respecting similarities and differences
  - Cultural and religious diversity (also taught in RE)
- **Keeping safe**
  - Positive and negative feelings and how to manage them
  - Bodies and feelings can be hurt- comfortable and uncomfortable
  - Acceptable and unacceptable physical contact
  - How to respond to physical contact
  - Privacy- What does it mean? Why is it important? Why do we respect it?
  - Understanding secrets
  - Seeking and giving permission
  - Saying yes and no
  - Family networks- who keeps you safe
  - Who to talk to if you are worried

**Prep (Year 3-6)-** (building on Pre-Prep themes):

- **Positive relationships**
  - What constitutes as a healthy relationship
  - Complex emotions and how to manage them
  - Skills to form and maintain positive relationships
  - Different types of relationships
  - Civil partnerships and marriages (including committed relationships)
  - Unhealthy relationships and identify how to get support
- **Growing and changing**
  - How bodies and emotions change through puberty
  - Human reproduction (also taught in science Year 5-6)
  - Goals and aspirations
  - Transition (including transition to Senior school in Year 6)
  - grief and bereavement
- **Similarities and differences**
  - Family, cultural, ethnic, racial and religious diversity
  - Age, sex, gender identity, sexual orientation and disability
  - Recognise and challenge stereotypes, discrimination and bullying
- **Keeping safe**
  - Independence and responsibility
  - Understanding your rights to protect your body
  - Influences on behaviour and resisting pressure
  - Keeping themselves and others safe
  - Personal boundaries
  - Privacy
  - Managing requests for images (including sexting in year 5-6)
  - What is appropriate and inappropriate to share
  - Who is responsible for health and safety

In the Prep school, we will **not** be covering abortion, sex (oral and anal), miscarriage and contraception methods. If pupils have

questions regarding these topics, parents will be contacted and pupils will be referred to parents, they will not be discussed in school. Parents will also be contacted if teachers feel that any questions asked are outside the boundaries of age appropriateness. Teachers will use their professional judgement when answering questions regarding topics that are not mentioned above. Pupils will be educated on the safest way to find information i.e. asking teachers, parents and our medical team. Pupils will be taught the risks and advised not to go online independently to find out this information (recommended websites are readily available). Teachers will contact parents if they feel it to be necessary.

**At Secondary age students will cover the following aspects:**

- Families - pupils should know
  - 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 – 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.
  - 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.
- 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.
  - 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 - 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.

- 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.
  - 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.

*Please refer to the Programme of Study map in appendix 1 that indicates in which Key Stage each topic will be taught.*

**Who will teach the topics:**

At Prep level, RSE will be led by the Head of PSHEE, taught by the class teachers.

At Secondary level, RSE will be led by the Head of PSHEE, taught by the PSHEE teachers and supported by any other subject teacher that has expertise and curriculum content to cover specific aspects of RSE within their specific subjects (*ref: PSHEE audit analysis*).

Students will also have the opportunity to listen to outside speakers on the subject, particularly in the bi-annual Drop Down Day event.

**Accessibility:**

The content and teaching will be tailored to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. (Appendix 1: Programme of Study will outline the Key Stages at which specific aspects of RSE will be taught).

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

To provide safe and effective practice, we will ensure a safe learning environment by continuing to reinforce the ground rules of any PSHEE lesson that there should be sensitive and appropriate questions and answers and that no person should have to contribute if they feel unable to. In each PSHEE lesson there is an opportunity to ask question anonymously by using the question box in each classroom or the red post box outside the office of the Head of Pastoral support. All staff teaching RSE will be supported by the Head of PSHEE and the pastoral team.

All teaching of RSE will adhere to the school Safeguarding Policy with regards to sharing concerns and disclosures.

**The right to withdraw:**

Parents can request that their child/ren are not taught sex education other than that taught in science. Before doing so, parents will need to talk to the class teacher and view the teaching resources in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher and PSHEE Coordinator will discuss the

request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE. The RSE curriculum will be shared with parents to ensure coverage if pupils are withdrawn. The RSE policy will be shared with any parents who wish to withdraw their child. This right exists up to and until three terms before the child turns 16.

Parents do not have the right to withdraw their child/ren from Relationships or Health Education. In the Prep School, all themes directly taught are included in Relationships and Health Education.

## Relationships education: Key stages 1 and 2

KS1 R8:
to identify and respect the differences and similarities between people
KS1 R9:
identify their special people (family, friends, carers), what makes them special and how special people should care for one another
KS1 L4:
that they belong to different groups and communities such as family and school
KS2 R4:
to recognise different types of relationships, including those between acquaintances, friends, relatives and families

### Topic 1: Families and people who care for me

- 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

KS2 R5:
that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment

KS1 H13:
about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
KS2 R3:
to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

\* Footnote from DfE: In the rest of this guidance, references to marriage should be read as marriage and civil partnership.

# Appendix

## Relationships education: Key stages 1 and 2

KS1 R9:
to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
KS2 R2:
to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

KS1 R2:
to recognise that their behaviour can affect other people (Implicit in several bullet points in the guidance)
KS1 R4:
to recognise what is fair and unfair, kind and unkind, what is right and wrong (Implicit in several bullet points in the guidance)
KS1 R11:
that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

### Topic 2: Caring friendships

- 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

KS1 R6:
to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
KS1 R13:
to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
KS2 R12:
to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise

KS1 R12:
to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
KS2 R3:
to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

KS1 R8:
to identify and respect the differences and similarities between people
KS2 R10:
to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

KS1 L3:
that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)

### Topic 3: Respectful Relationships

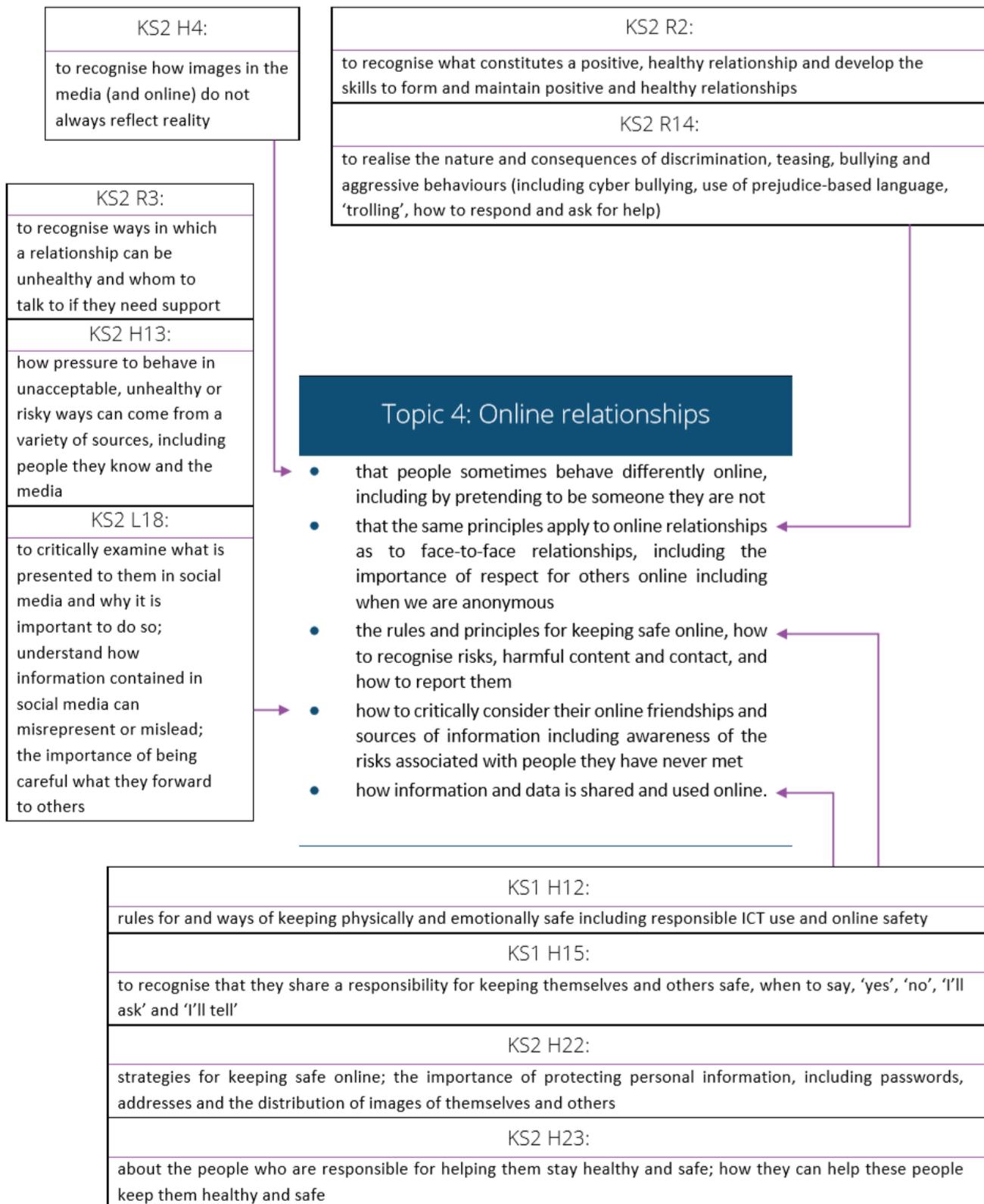
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support 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

KS2 R21:
to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

KS2 R16:
to recognise and challenge stereotypes

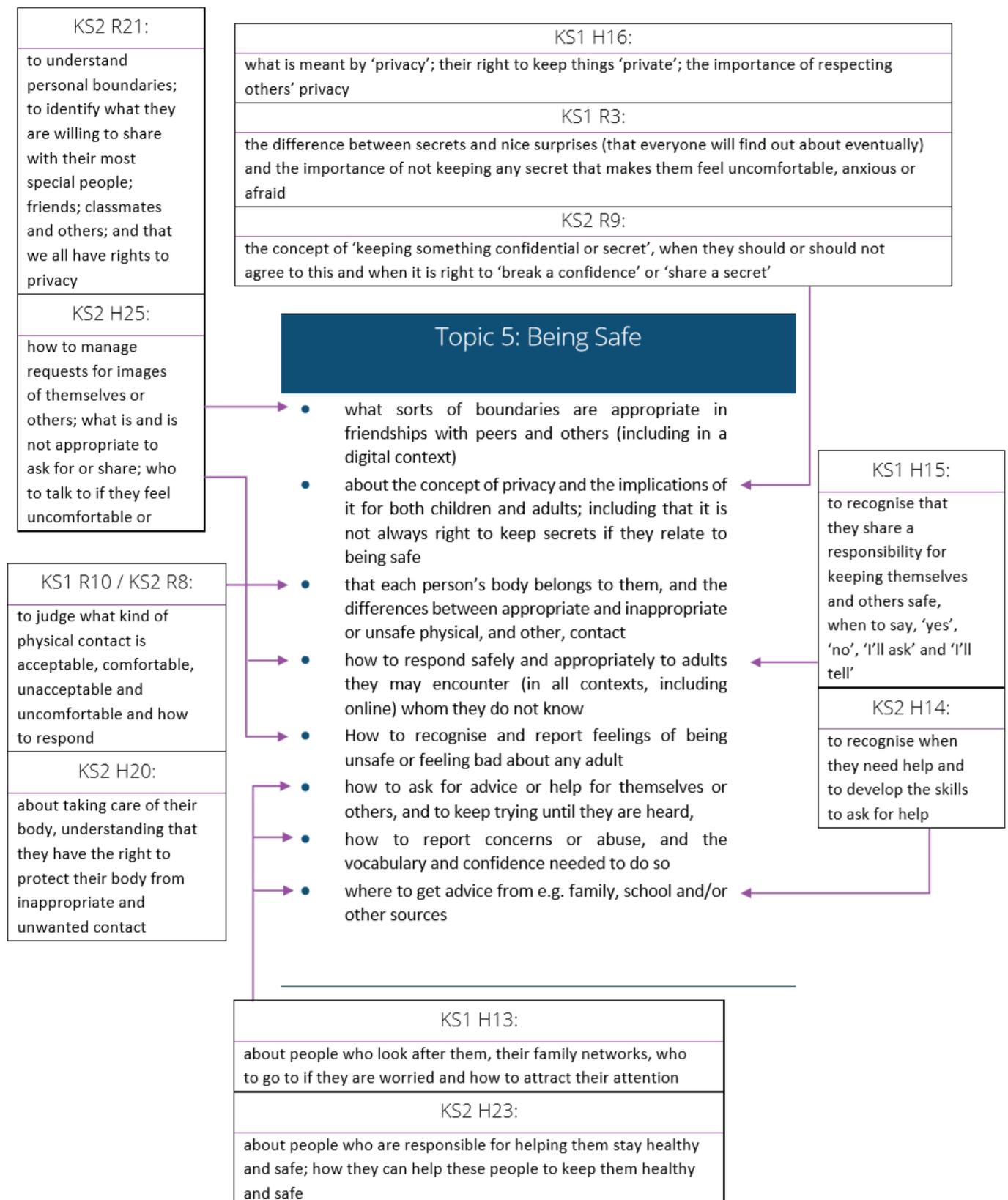
KS1 R13:
recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
KS1 R14:
strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
KS2 R14:
to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
KS2 R18:
to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
KS2 L6:
to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk

\* Implicit within many learning opportunities in the programme of study

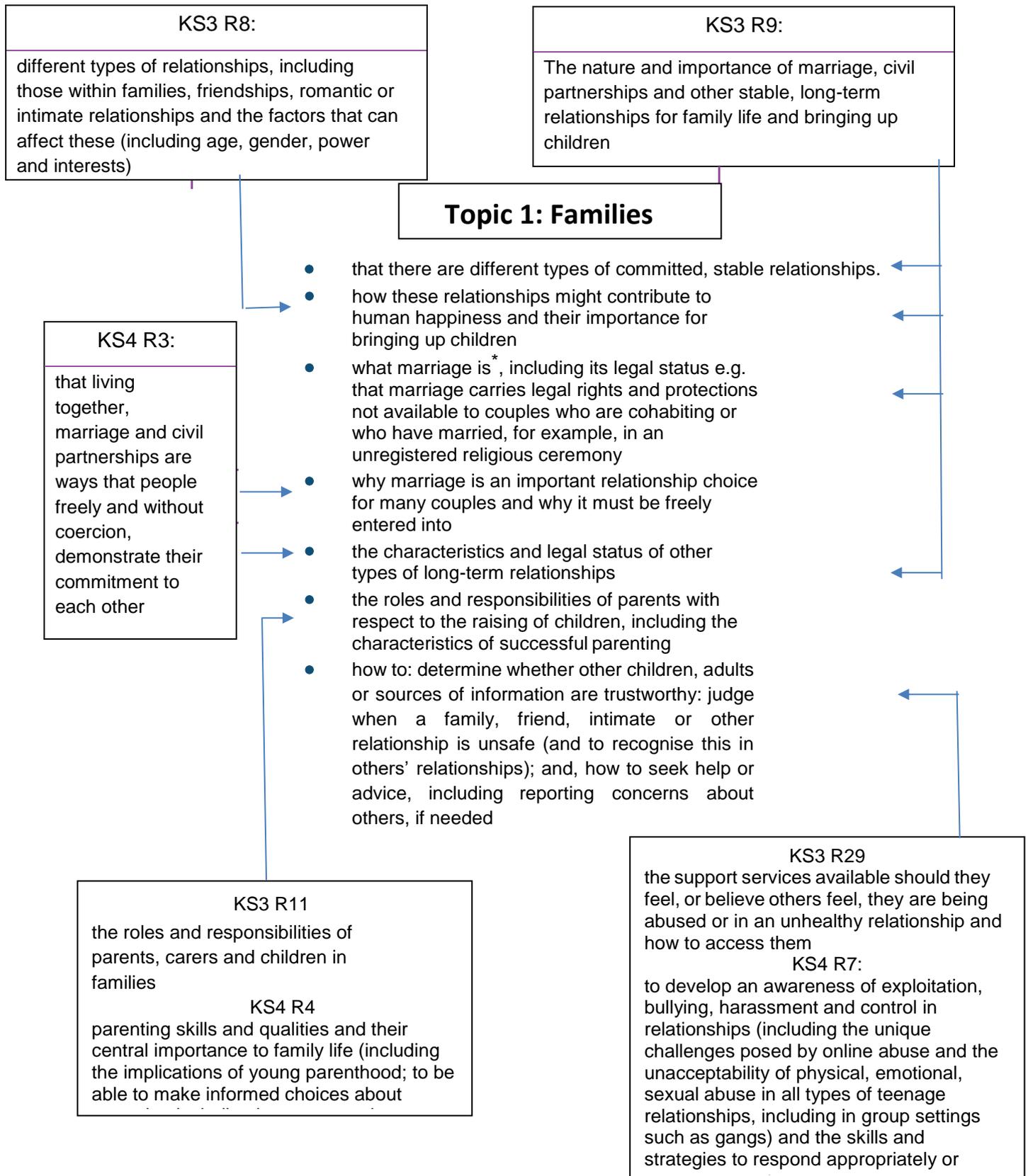


# Appendix

Relationships education: Key stages 1 and 2



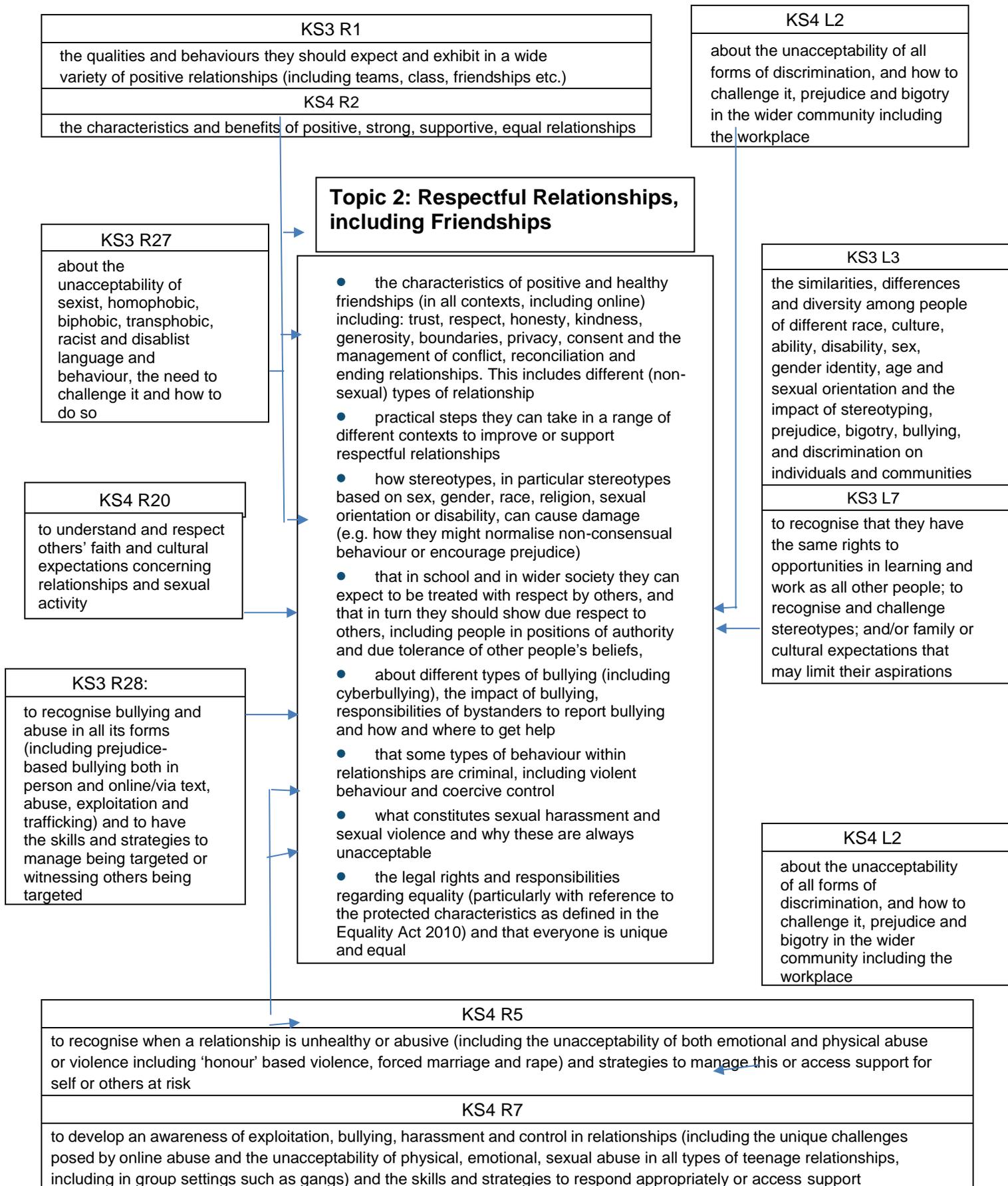
# Relationships and sex education: Key stages 3 and 4



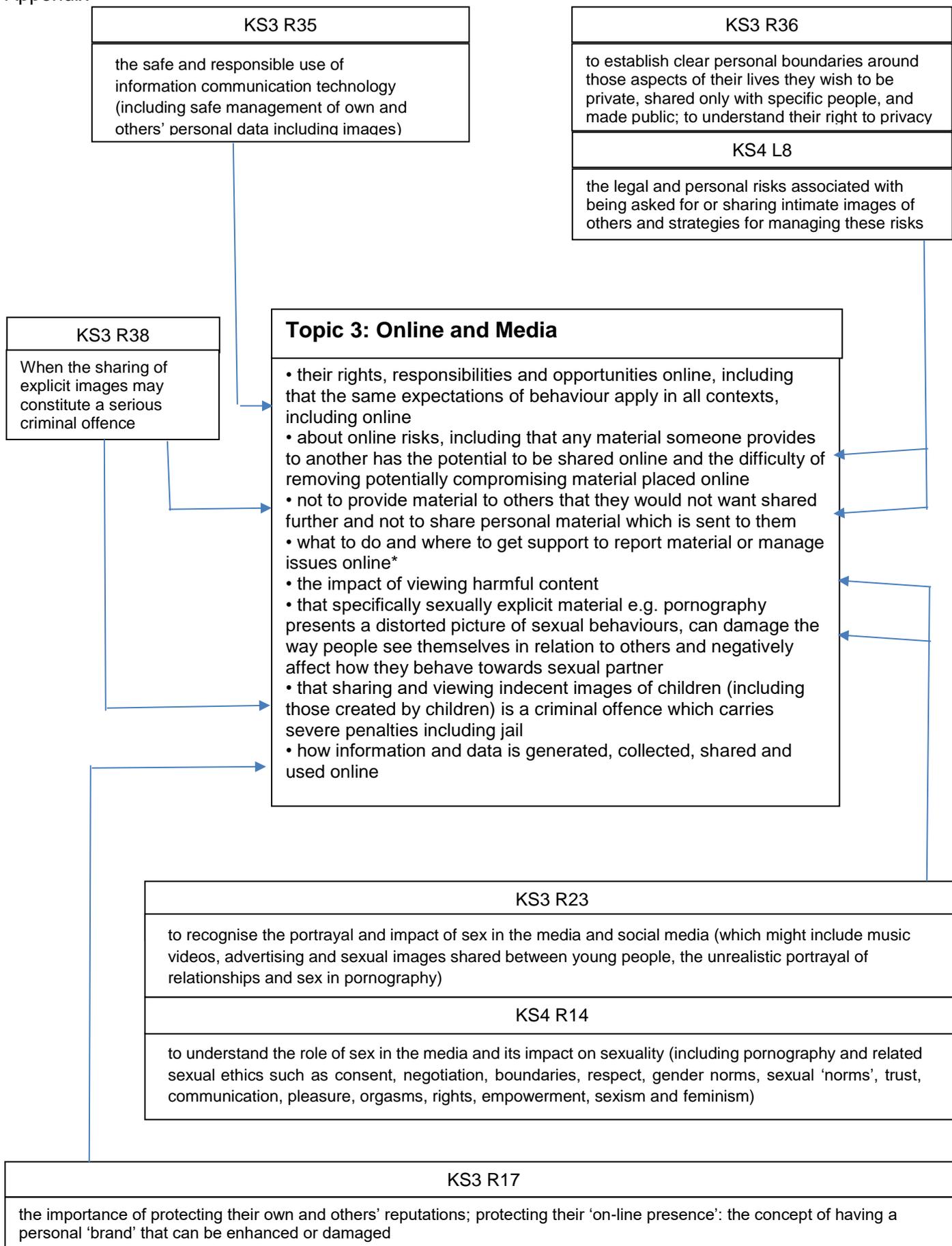
\*Footnote from DfE: In the rest of this guidance, references to marriage should be read as marriage and civil partnership

# Appendix

## Relationships and sex education: Key stages 3 and 4



Appendix



\* See also: KS3, 4 & 5 Life Online planning framework: <https://www.pshe-association.org.uk/curriculum-andresources/resources/life-online-planning-resource-ensure-your-pshe-0>

Appendix

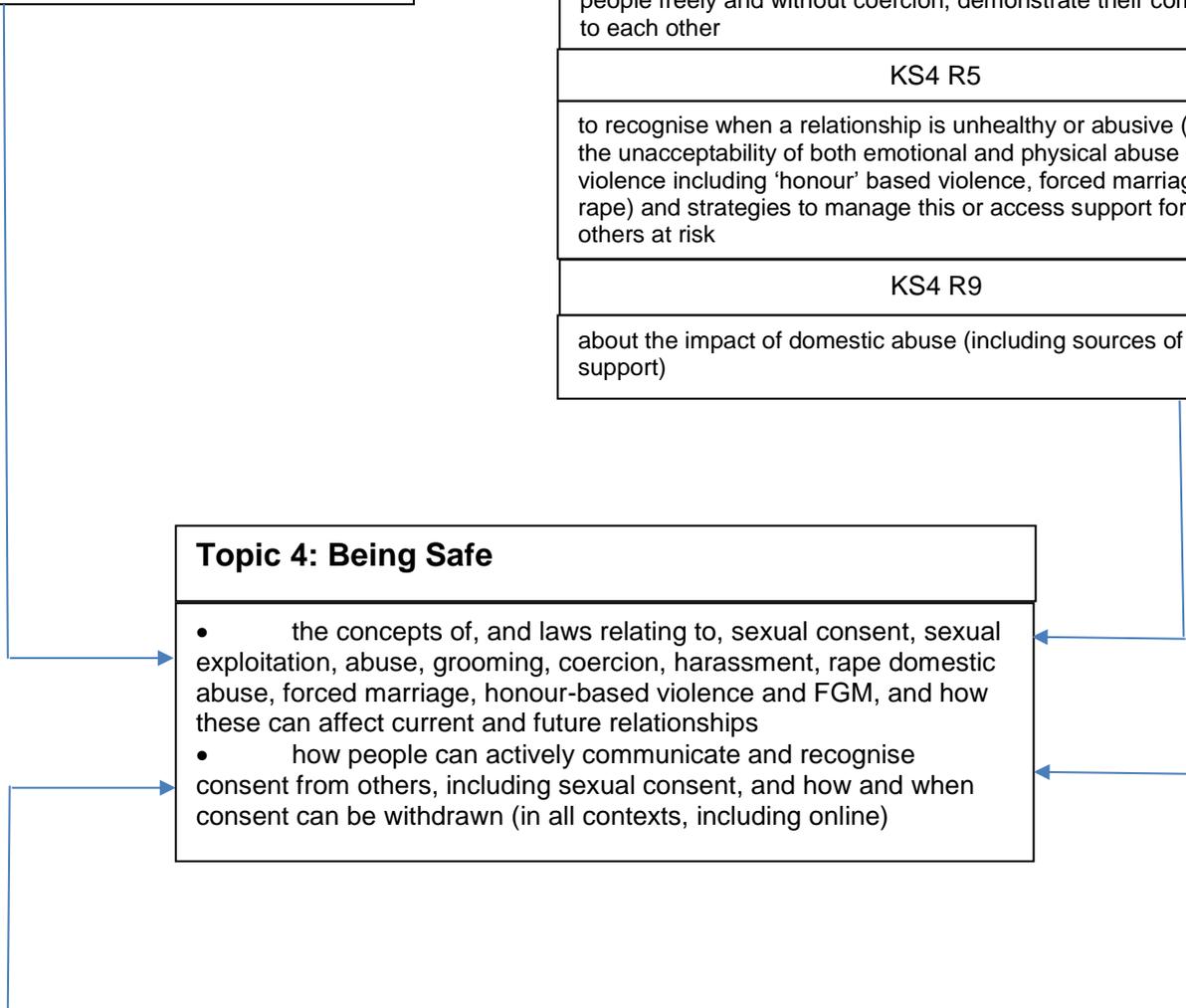
KS3 R19
about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)

KS4 R8
about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
KS4 R3
that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other
KS4 R5
to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk
KS4 R9
about the impact of domestic abuse (including sources of help and support)

<b>Topic 4: Being Safe</b>
<ul style="list-style-type: none"><li>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</li><li>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)</li></ul>

KS3 R20
how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw

KS4 R15
how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity



KS3 R5
that relationships can cause strong feelings and emotions (including sexual attraction)
KS4 R2
the characteristics and benefits of positive, strong, supportive, equal relationships

KS3 R15
To consider different levels of intimacy and their consequences

KS4 R27
that fertility levels can vary in different people; can be damaged by some sexually transmitted infections; decrease with age

**Topic 5: 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
- 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

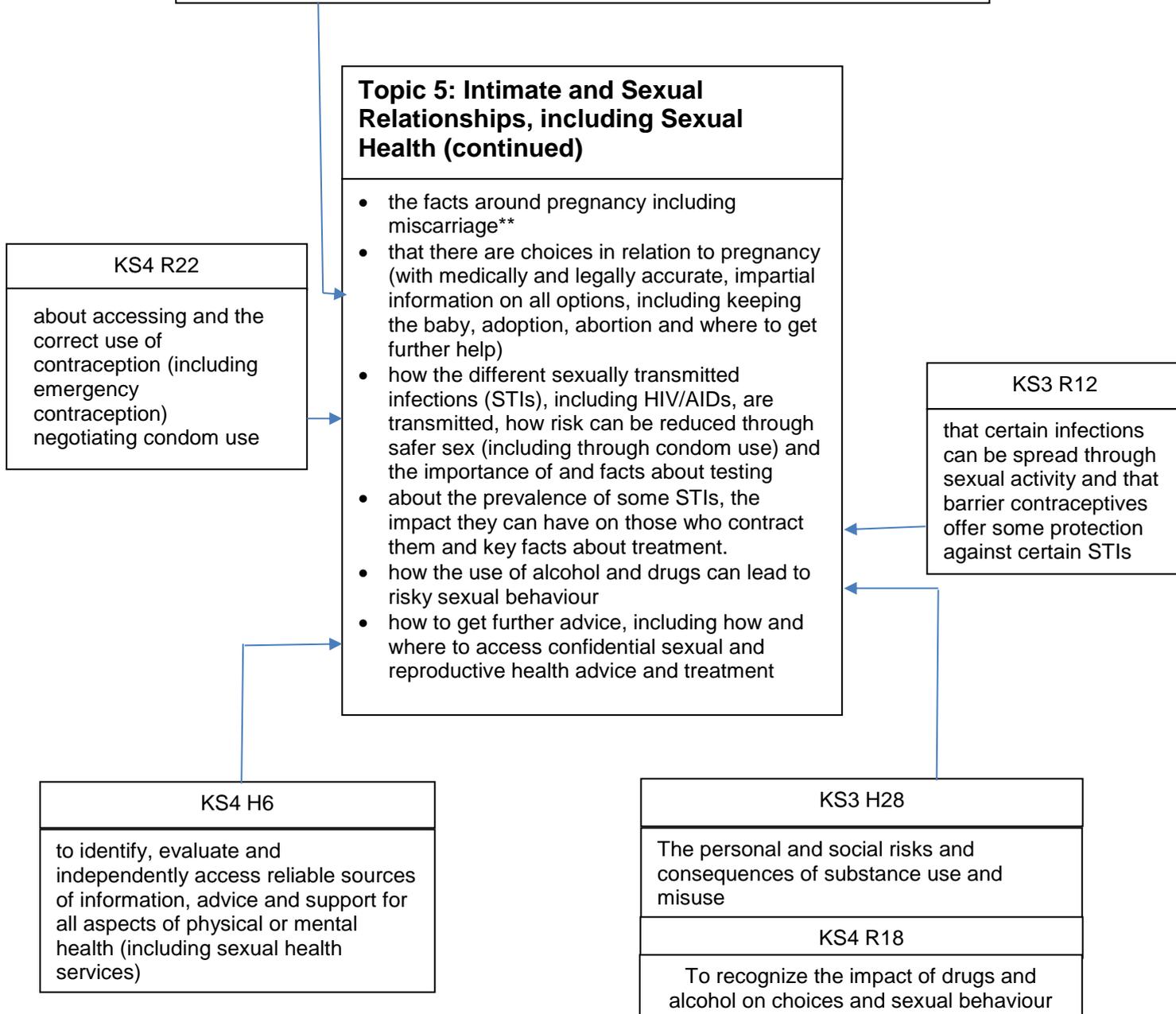
KS3 R30
to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it

KS3 R21
about contraception including the condom and pill and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships

KS3 R16
to acknowledge and respect the right not to have intimate relationships until ready
KS3 R17
about readiness for sex and the benefits of delaying sexual activity
KS4 R21
to assess readiness for sex

**CONTINUED ON NEXT PAGE**

KS4 R24
the reasons why parents choose to adopt/foster or to place children for adoption/fostering
KS4 R25
about abortion, including the current legal position and the range of beliefs and opinions about it
KS4 R26
the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support



\*\* Not covered explicitly, however, this is being reviewed as the PSHE Association updates the programme of study