

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, made 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 guidance.

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 - Policies, Relevant Legislation and Statutory Guidance:

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|---|--|
| • Anti-Bullying Policy | • Behaviour Policy |
| • Learning Differences including SEND Policy | • Online Safety Policy |
| • Personal, Social, Health, and Economic (PSHE) Education Policy | • Safeguarding Policy |
| • Equality, Diversity and Inclusion Policy Student/Parent | • Social, Moral, Spiritual and Cultural (SMSC) Policy. |
| Equality, Diversity and Inclusion Policy Staff | |
| • DfE (2023) 'Keeping children safe in education' | • DfE (2021) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' |
| • DfE (2000) Sex and Relationship Education Guidance | • DfE (2015) 'National curriculum in England: science programmes of study' |
| • PHSE Association Guidance 2023: Build your programme (pshe-association.org.uk) | • DfE 'Teaching about relationships, sex and health' (2021) |
| • PHSE Association Guidance 2023 : Addressing misogyny, toxic masculinity and social media influence in PSHE education (pshe-association.org.uk) | |
| • Education Act (1996) (2002) | • Human Rights Act (1998) |
| • Equality Act 2010 | • Children and Social Work Act 2017 |
| | • Learning and Skills Act (2000) |

This is not an exhaustive list. Please also see documentation listed in Appendix 1.

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 2023



Dr Colin Diggory
Chairman of the Board of Directors

Definition

We believe Relationship and Sex Education is important for our students within our school because as it states in the DfE (2021) 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.

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 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. We endeavour to cover all aspects of the PSHEE curriculum in our teaching in each key stage, however we recognize that the programme of study published in this policy is a working document that we are continually updating in line with new resources and guidance.

Details of content:

Radnor House Sevenoaks will follow planning guidance from the PSHE Association and the Sex Education Forum as well as Government guidance on Teaching about Relationships, Sex and Health (2021). 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 have the opportunity to discuss with the PSHEE coordinator and class teacher if support, guidance or further information is required.

Radnor House Sevenoaks has membership of the PSHEE Association and closely follows the PSHEE Association

Consultation:

Parental and Pupil Consultation - Parental engagement and consultation is a vital component of effective relationships and sex education. The School recognises the importance of strong, constructive and open conversation with parents in the education of their children. The statutory guidance declares that schools must engage regularly with parents and work closely with them when developing and delivering RSE.

Consultation with staff, pupils and parents is conducted through (but not limited to) the following channels:

- departmental review and feedback
- departmental training, eg via the PSHE Association
 - parent focus group
- pupil voice
- wellbeing surveys and
- ongoing feedback form pastoral team

We endeavour to cover all aspects of the RSE curriculum within our PSHE teaching in each key stage, however we recognize that the programmes of study published in this policy are working documents that we are continually updating in line with new resources and guidance. On an ongoing basis, specific updates regarding RSE curriculum content and policy revisions are shared with parents for consultation via the school's weekly bulletin.

Reminders of any particularly sensitive topics, e.g. puberty (Prep) and FGM (Seniors), are communicated to parents via the weekly bulletin and newsletters and, where relevant, recommended resources will be signposted for support at home, with the offer to discuss any concerns or queries with the relevant Head of Prep or Senior PSHEE.

Full details of the programme of study for Seniors, broken down by year group, can be referenced through the school's Curriculum Overview Documents available of the school website: Radnor House - PSHEE ([radnorsevenoaks.org](https://www.radnorsevenoaks.org))

Primary age students

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.

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.

Secondary Age Students

RSE has formed part of the Senior PSHEE curriculum since 2017 with discrete lessons planned and delivered by the PSHEE Lead and relevant staff with expertise. RSE content continues to be informed by the PSHEE Association standards.

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.

For specific information regarding PSHEE RSE Topics by Year Group in the Senior School, please see Appendix 2, and the Complete Curriculum Overviews (by year group) published on school website: [Radnor House - PSHEE \(radnor-sevenoaks.org\)](https://www.radnor-sevenoaks.org/PSHEE)

Who will teach the topics:

At Prep level, RSE will be led by the Head of (Prep) PSHEE, taught by the class teachers and supported by staff from the Medical Centre where appropriate.

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. Students will also have the opportunity to listen to outside speakers on the subject.

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, Radnor House Sevenoaks will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. The school closely follows the PSHEE Association Programme of Study for PSHE Education. For an outline of the Key Stages at which specific aspects of RSE will be taught, please refer to: [Programme of Study \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/Programme-of-Study)

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Radnor Sevenoaks will be mindful of the preparing for adulthood outcomes 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 will be an opportunity for pupils to ask questions anonymously. 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.

Assessment:

Radnor House Sevenoaks has the same high expectations of the quality of pupils' work in PSHEE as for other curriculum area, however it would be inappropriate for assessment in PSHEE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHEE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s); the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.

The way in which PSHEE teachers may assess pupils knowledge may include: Questioning, Discussion, Quizzes, Points on a scale, Responding to a scenario etc.

The right to withdraw:

Relationship and sex education (RSE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. Parents have the right to request that their child/ren are withdrawn from the teaching of sex education delivered as part of statutory RSE; the only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science.

Where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be so excused.

Before doing so, parents should 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 kept by Heads of Prep and Senior PSHEE, who will regularly review the lists and will liaise regarding transition in Year 7, and a copy of the request will be placed in the pupil's educational record.

The Headteacher and PSHEE Coordinator will discuss the request with parents and take appropriate action. The RSE policy is freely available to all on the school website and will be shared with any parents who wish to withdraw their child. 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. 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.

Appendix 1 : Other Guidance for Schools regarding Relationship and Sex Education, and Protecting Pupils from Sexual Violence and Sexual Harassment.

The DfE Sex and Relationship Education Guidance (2021) should be read in conjunction with these other guidance and advice publications:

- [Keeping Children Safe in Education Part 5](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools
- [Handling complex issues and creating a safe learning environment \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/)

Furthermore, as part of their approach to protecting children from sexual violence and sexual harassment, they should also refer to:

- [Keeping children safe in education](#) (statutory guidance for schools and colleges)
- [Relationship Education, Relationships and Sex Education and Health Education](#) (statutory guidance for schools)
- [Working Together to Safeguard Children](#) (statutory guidance for schools and colleges)
- [Exclusions from maintained schools, academies and PRUs](#) (statutory guidance for schools)
- [Behaviour and Discipline in Schools](#) (advice for schools)
- [Children Missing Education](#) (advice for schools)
- [Cyberbullying](#) (advice for schools)
- [The Equality and Human Rights Commission](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Equality Act 2010 and Public Sector Equality Duty](#) (advice for schools)
- [Equality Act 2010 Technical Guidance](#) (advice for further and higher education providers)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Rise Above](#) (advice by Public Health England for schools)
- [Preventing and Tackling Bullying](#) (advice for schools)
- [Promoting children and young people's emotional health and wellbeing](#) (advice for schools)
- [Teaching about relationships sex and health](#) (guidance for schools)
- [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- IPPF 'Know it Own IT' [teaching about consent healthy boundaries a guide for educators.pdf \(ifpa.ie\)](https://www.ifpa.ie/teaching_about_consent_healthy_boundaries_a_guide_for_educators.pdf)

Appendix 2: Senior School PSHEE RSE Topics by Year Group

Year 13	<ul style="list-style-type: none"> • Abuse • Consent • Sharing sexual images • Sexual Health
Year 12	<ul style="list-style-type: none"> • Healthy relationships • Consent • Revenge porn • STIs
Year 11	<ul style="list-style-type: none"> • Online safety - grooming • Abusive relationships • Domestic abuse • Forced marriage • Consent issues • Adoption and fostering
Year 10	<ul style="list-style-type: none"> • Relationships and sex education including healthy relationships and consent. • Features and benefits of healthy relationships, recognising abuse and exploitation • Understand the influence of gender double standards and victim-blaming • Consent and exploitation in close relationships, to assess the readiness for sex • Investigating the influence of the media, peers, alcohol and drugs on sexual relationships • Pornography • Tackling relationship myths and expectations. Managing romantic relationship challenges including break-ups • Understanding different families and learning parenting skills • Different types of families and relationships – marriage, civil partnerships, cohabitation (including related laws) • Diversity in relationships and developing sexuality • Thinking about the possible outcomes and consequences of unintended pregnancies
Year 9	<ul style="list-style-type: none"> • Peer pressure, assertiveness & risk • Family relationships – conflict at home • Friendships – making healthy choices • Contraception • STIs • Consent • Tackling homophobia, transphobia and sexism • Gender, sexuality and discriminatory language and behaviour • Sexual identities
Year 8	<ul style="list-style-type: none"> • My Values and our Values • My rights and responsibilities • Being a positive Bystander • Messages on Gender • Principles of healthy relationships • FGM
Year 7	<ul style="list-style-type: none"> • Different families • Understanding and accepting that we are all different - diversity • Bullying including cyber bullying • Healthy relationships – friendship & romantic • Types of relationships

Also, Complete Curriculum Overviews (by year group) published on school website; [Radnor House - PSHEE \(radnor-sevenoaks.org\)](https://www.radnor-house.org/pshee)