

# HELENA ROMANES SCHOOL



## RELATIONSHIP AND SEX EDUCATION POLICY

**APPROVED BY HELENA ROMANES SCHOOL LOCAL GOVERNING BODY  
THIS POLICY IS REGULARLY REVIEWED FOLLOWING RECOMMENDED GUIDELINES**

## **Introduction**

This policy covers the approach of the school to the teaching of Relationship and Sex Education. The Relationship and Sex Education curriculum grows with the child, so that each stage is presented at an appropriate time. Relationship and Sex education should inform and help students make reasoned decisions, knowing the full implications of these decisions. Students should also be provided with channels of advice and support.

## **What is Relationship and Sex Education (RSE)?**

RSE aims to provide students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and, in the future, as adults. It will help students to understand the importance of caring loving relationships and what constitutes family life. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. It is learning about physical, moral and emotional development.

## **Rationale and Ethos**

At Helena Romanes School we believe that our high quality Relationships and Sex Education will stay with our students for life. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and, in the future, as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

We believe that relationship and sex education should encompass, in addition to facts about human reproductive processes and behaviour, consideration of the broader emotional and ethical dimensions of sexual attitudes. It must include, at a point appropriate to the age and maturity of the pupils, education about HIV and AIDS and other sexually transmitted diseases. In dealing with these and other sensitive matters, such as contraception and abortion, we will aim to offer balanced and factual information and to acknowledge the major moral and ethical issues involved, as well as where to get support with these issues.

Our aim is to establish the school as a health promoting school and to enable students to develop responsibility towards themselves and others. All students are entitled to equality of opportunity in all aspects of life and this is applied within the experiences of relationship and sex education.

At Helena Romanes our RSE programme will:

- Be age appropriate and differentiated to the needs of all students
- Present information in an objective, balanced and sensitive manner
- Support students through their physical, emotional and moral development.
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.

- Enable students to recognise potential risks to their health and well being of certain types of behaviour, and the importance of resisting pressures from within their peer group and elsewhere.
- Prepare students for the journey from childhood to adulthood
- Counteract misleading preconceptions and false assumptions about sex and relationship education and sexuality.
- Be fully inclusive of all genders, sexual orientations and all types of families
- Reinforce the importance of loving relationships, rooted in mutual respect
- Ensure students can identify the qualities of healthy and unhealthy relationships
- Explore the skills needed for effective parenting and how to assess one's readiness to be a parent
- Represent all types of families and explore the different methods for starting a family
- Ensure that BAME, LGBTQI+ and people with disabilities are positively represented in our curriculum
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for delaying sexual activity
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent
- Make students aware how and where to seek help if they are in an unhealthy or abusive relationship
- Provide students with a safe environment to learn about sexual orientation and gender identity, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop students' understanding of the dangers of pornographic material

### **Roles and Responsibilities**

The PSHE Co-ordinator will be responsible for the planning and quality assurance of the RSE programme. The PSHE Co-ordinator ensures the consistent and appropriate delivery of the curriculum. This delivery will be undertaken by tutors, the PSHE teachers and occasionally, relevant external professionals.

CPD and training for staff will be organised and sometimes facilitated by the PSHE Co-ordinator.

Elements of Relationship and Sex Education will be delivered via PSHE, the Science National Curriculum and Religious Education.

### **Quality Assurance**

PSHE will be included as part of the school's planned quality assurance and monitoring processes.

## **Legislation (Statutory Regulations and Guidance)**

From September 2020 the guidance document '[Relationships Education, Relationships and Sex Education and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers](#)' has become statutory. This document clearly sets out the curriculum content that schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education and Health Education (RSHE). **See appendix A for further information on curriculum content.**

Documents that inform the School's RSE policy include:

- Keeping Children Safe in Education (statutory guidance)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory guidance 2020)
- 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)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- 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

The RSE policy supports/complements the following policies:

- Safeguarding Policy
- E-Safety policy
- Anti-Bullying Policy

## **Curriculum Design**

We will ensure RSE is matched to the needs of our students by regular student voice questionnaires. These are taken in line with the whole school quality assurance plan and after each drop down day.

Our RSE programme will be planned and delivered through a combination of assemblies, form time sessions, drop down days and, in addition at Key Stage 3, one hour a fortnight within the timetable.

Our RSE programme will be taught through a range activities, including: role play, group and class discussion, online programs, student led research, developing understanding of term terms through regular quizzes and specialist workshops.

Lessons are differentiated by the PSHE staff to ensure that all learners can access and benefit from the PSHE curriculum. A strong emphasis is placed on the development of social and communication skills. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin our school values.

An example overview of the learning in each year group can be found in Appendix A.

### **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In such instances, teachers will consult with the designated safeguarding lead or in their absence their deputy.

Visitors/external agencies which support the delivery of RSE will be required to sign in, have an up to date DBS, not be left alone with students and report any disclosures to the DSL, DDSL or PSHE Co-ordinator.

### **Engaging Stakeholders**

**Parents** will be informed about this policy and the RSE curriculum through the school's website and annual letters to update them on the academic year's content. We are committed to working with parents and carers by taking feedback on this policy. We work with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through the school website and parent voice.

From September 2020 Parents and Carers do not have the right to withdraw from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If parents and carers do not want their child to take part in some or all of the Sex Education lessons they can ask that they are withdrawn by writing to the Deputy Headteacher for Curriculum or the primary headteacher in the primary phase. The school will usually grant this in all but exceptional circumstances, up until three school terms before the student turns 16. At this age, the child can make their own decision if they chose to receive Sex Education, in which case the school will work with the students to complete their sex education curriculum.

The science curriculum also includes content on human development, including reproduction, from which there is no right to withdraw.

**Governors** will review the RSE policy and be informed about the curriculum through Governor meetings.

As part of the school’s quality assurance processes, **students** will be consulted regularly through questionnaires and also through feedback after each drop down day.

**Appendix A: RSE Curriculum Content**

<b>RSE Content</b>	
<b>Year 7</b>	<p><b>Families</b></p> <ul style="list-style-type: none"> <li>● The role of parents/carers/children including young carers</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>● How to build and maintain positive relationships</li> <li>● Different types of relationships</li> <li>● The importance of trust</li> <li>● Role models and peer pressure</li> <li>● Stereotypes and prejudice</li> <li>● Bullying: recognising bullying and what to do about it</li> <li>● Difference between biology, sex and gender identity and sexual orientation</li> <li>● Similarities &amp; differences among people of different race, culture, sexuality, ability, gender identity, age</li> </ul> <p><b>Online and Media</b></p> <ul style="list-style-type: none"> <li>● How to react when issues occur online</li> <li>● Establish boundaries with private information</li> <li>● Consent: respect of decisions around consent, how to seek and withdraw consent</li> </ul> <p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>● Ways of assessing risk: health, wellbeing, safety</li> <li>● Truth and myths about drugs</li> <li>● How to manage risk in increasingly independent situations, including online</li> </ul> <p><b>Intimate and sexual relationships, including sexual health</b></p> <ul style="list-style-type: none"> <li>● Developing values within personal and more intimate relationships</li> <li>● How to manage physical and emotional changes during puberty</li> <li>● Consent: respect of decisions around consent, how to seek and withdraw consent</li> <li>● The law relating to sexual consent</li> </ul>

<p><b>Year 8</b></p>	<p><b>Families</b></p> <ul style="list-style-type: none"> <li>● Marriage and other long term relationships</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>● Media portrayal of relationships</li> <li>● Conflict management &amp; relationship breakdowns</li> <li>● Role Models: peer pressure</li> <li>● Promotion of inclusion and how to safely challenge discrimination</li> </ul> <p><b>Online and Media</b></p> <ul style="list-style-type: none"> <li>● Managing requests to share images of oneself</li> <li>● Impact of sharing sexual images of others without consent</li> <li>● Digital Content: is it appropriate to view?</li> <li>● Media/social media portrayal of sex can affect people’s expectations of sex</li> </ul> <p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>● Characteristics of abusive behaviours</li> </ul> <p><b>Intimate and sexual relationships, including sexual health</b></p> <ul style="list-style-type: none"> <li>● Gender roles, behaviour &amp; intimacy within romantic relationships</li> <li>● Diversity of sexuality</li> <li>● Gauging readiness for sexual activity</li> <li>● Different forms of contraception and how to access them</li> <li>● Communication skills for contraception discussion</li> <li>● Risks related to unprotected sex</li> <li>● STIs: the role contraception plays in reducing the spread of STIs</li> <li>● Consequences of unintended pregnancy</li> <li>● Choice to delay sex</li> <li>● Managing influence of substances on decision making and managing strong feelings</li> <li>● Making choices to delay sex or enjoy intimacy without sex</li> </ul>
<p><b>Year 9</b></p>	<p><b>Families</b></p> <ul style="list-style-type: none"> <li>● Reasons why people choose to adopt/foster children</li> <li>● The importance of parenting skills</li> <li>● How to manage emotions around changing relationships</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>● Equality Act (2010)</li> <li>● Recognising one’s own values</li> <li>● Managing change in relationships</li> <li>● Attitudes toward sexual assault and victim blaming</li> <li>● How to recognise when others are using manipulation and control</li> <li>● How to respond appropriately to indicators of unhealthy relationships</li> <li>● How to manage emotions around changing relationships</li> </ul> <p><b>Online and Media</b></p>

	<ul style="list-style-type: none"> <li>● Social Media: unrealistic representations and the impact this can have on relationships</li> <li>● How to create positive and safe content for online use</li> <li>● Strategies for protecting themselves online</li> </ul> <p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>● Consent: concept of consent in maturing relationships</li> <li>● The law relating to abuse in relationships</li> <li>● Skills and strategies to respond to unhealthy relationships</li> </ul> <p><b>Intimate and sexual relationships, including sexual health</b></p> <ul style="list-style-type: none"> <li>● STIs: transmission, treatment and reducing risk</li> <li>● To recognise the impact of drugs and alcohol on choices and sexual behaviour</li> </ul>
<p><b>Year 10</b></p>	<p><b>Families</b></p> <ul style="list-style-type: none"> <li>● Importance of stable, committed relationships</li> <li>● The rights and protections afforded legally recognised marriage and civil partnerships and the legal status of other long term relationships</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>● To recognise when one is being adversely influenced or at risk</li> <li>● Discrimination &amp; harassment: what this might look like in the workplace and how to challenge it</li> </ul> <p><b>Online and Media</b></p> <ul style="list-style-type: none"> <li>● Online relationships: ethical obligations, risks</li> <li>● Strategies for identifying risky situations and how to get appropriate help</li> <li>● How personal data is generated and used</li> <li>● Data use for targeted advertising</li> <li>● Exploring the contexts for why sexual images may be shared</li> <li>● Consequences of sharing sexual images</li> </ul> <p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>● Recognise situations where one is being adversely influenced and how to access support</li> <li>● Domestic Abuse: getting help and support</li> <li>● The Law: honour based violence and forced marriage</li> <li>● Consequences of extremism and intolerance</li> </ul> <p><b>Intimate and sexual relationships, including sexual health</b></p> <ul style="list-style-type: none"> <li>● Diversity in romantic and sexual attraction</li> <li>● To understand different faiths and beliefs regarding relationships and sexual activity.</li> <li>● Skills to assess whether one is ready for sex</li> <li>● Overcoming barriers and understanding misconceptions about sexual health and sexual health services</li> <li>● Health Services: what's available for young people and how do they access these</li> <li>● To recognise the risks and impact of drugs and alcohol on choices, sexual behaviour and fertility</li> <li>● Fertility: variations, how it can be affected by STIs and lifestyle</li> </ul>



	<ul style="list-style-type: none"> <li>● Contraception: choosing and accessing appropriate contraception</li> <li>● Pregnancy: emotional response to unintended pregnancy</li> <li>● Pregnancy: what constitutes as healthy pregnancy and the way lifestyle choices can affect a foetus</li> </ul>
<p><b>Year 11</b></p>	<p><b>Families</b></p> <ul style="list-style-type: none"> <li>● Ways to access support for those in difficulty</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>● How to access appropriate support with relationships</li> <li>● Strategies to challenge all forms of prejudice and discrimination</li> </ul> <p><b>Online and Media</b></p> <ul style="list-style-type: none"> <li>● Sexual images: evaluate why are they shared and the consequences</li> <li>● Seek help and support for unhealthy behaviours</li> <li>● Understand the potential impact of portrayal of sex in pornography and other media including on sexual expectations and attitudes</li> </ul> <p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>● Unwanted attention: how to recognise and deal with it</li> </ul> <p><b>Intimate and sexual relationships, including sexual health</b></p> <ul style="list-style-type: none"> <li>● To understand different faiths and beliefs regarding relationships and sexual activity</li> <li>● Skills to assess readiness for sex</li> <li>● To recognise the impact of drugs and alcohol on sexual behavior</li> <li>● The role of pleasure in intimate relationships</li> <li>● Pregnancy: miscarriage and support available. Choices for an unplanned pregnancy</li> <li>● Abortion: current legal position</li> <li>● To understand different faiths and beliefs regarding relationships and sexual activity</li> </ul>
<p><b>Sixth Form</b></p>	<p>SRE topics in the PSHE programme in Year 12 and 13 comprises:</p> <ul style="list-style-type: none"> <li>● Relationship values in platonic and sexual relationships</li> <li>● Forming &amp; maintaining respectful relationships</li> <li>● Healthy lifestyles and how unhealthy lifestyles can affect young people including fertility</li> <li>● Managing risks &amp; personal safety including online</li> <li>● Effects of drugs, alcohol &amp; tobacco on decision making</li> <li>● Consent</li> <li>● Sexual health and where to find support</li> <li>● Contraception &amp; parenthood</li> <li>● Employment rights, including discrimination</li> <li>● Media literacy &amp; digital resilience including being safe online</li> </ul>

## Primary Curriculum Design and Content

Within the primary phase, RSE is taught by your child's class teacher through different aspects of our curriculum and we carry out the main RSE teaching in our PSHE curriculum. We follow the PSHE Association's scheme of work which bases learning opportunities around three key themes:

- Health and wellbeing
- Relationships
- Living in the wider world

We use a thematic approach with each year group covering each theme every year, allowing pupils to build on previous learning and different year groups to work on similar themes at the same time. Pupils will cover three topics within each term, and the content of this is listed below.

### PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

RSE is also taught through other subject areas such as science, RE and PE which cover objectives including knowledge and understanding of:

- his or her own body and how it is changing and developing
- reflecting on family relationships, different family groups and friendships
- rituals and traditions associated with birth, marriage and death and talk about the emotions involved
- animals including humans, can move, feed, grow, use their senses and reproduce
- recognising and comparing the main external parts of the bodies of humans
- humans and animals can reproduce offspring and these grow into adults
- recognising similarities and differences between themselves and others
- treating others with sensitivity
- the life processes common to humans and other animals including nutrition, growth and reproduction
- The main stages of the human life cycle