Relationship, Sex and Health Education (as part of the full Personal Social Health Economic curriculum) Policy

Date: March 2025

Approved by Advisory Board: March 2025

Review date: March 2026

Linked with other policies:

- Safeguarding incorporating Child Protection
- Confidentiality
- Internet and Acceptable Use
- Drugs
- Curriculum, Learning and Assessment Policy

Signed:

Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
New policy	March 2023		
Reviewed	March 2025	2, 3, 4	Update to include 2024 National curriculum updated guidance

Introduction:

This policy describes our approach to Relationships and Sex Education and how it is incorporated into the Personal, Social, Health and Economic Education and Citizenship Education. It aims to set out the purpose of Relationships and Sex Education and the intended outcomes for our students, what is covered in our curriculum and how it is delivered.

The aims of relationships and sex education (RSE) at our school are to:

- Support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.
- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

Purpose and Principles:

At All Saints School, we believe in providing every student with open, honest, accurate and age appropriate lessons. Through the school's ethos and values, we aim to develop students' knowledge, skills, opinions, strategies and confidence – enabling them to cope with life and live safely and happily in the modern world.

Our RSE curriculum is inclusive and meets the needs of all students, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBTQ+ community through our Relationships curriculum.

We aim to provide all students with:

- 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.

Legal Requirements:

The law in relation to RSE states:

- The Directorship of schools are required to keep an up-to-date policy that describes content and organisation of RSE provided outside the national curriculum science orders.
- RSE is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation.
- Some parts of RSE are compulsory – these are part of the national curriculum for Science.
- For further guidance on context see https://www.gov.uk/government/publications/relationships-education-relationships-andsex-education-rse-and-health-education

It is now a statutory regulation that from September 2020 all primary schools must deliver Relationships and Sex Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and
- Prepares students at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's RSE Policy include:
- Education Act (1996)
- Learning and Skills Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance
- Children and Social Work Act (2017)
- Independent School Standards

How parents and carers are involved:

We highly value the partnership between school and home and will promote open and informative two-way communication. A positive home school link ensures a better outcome in the development of the young people we wish to foster. We aim to provide parents and carers with accurate information about what their child is learning in school and adhere to the most recent guidance stipulating that parents who wish to see teaching materials used in RSHE have a legal right to request to see them. We aim to provide the best learning environment and opportunities for all our students. This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties contributed to the process through a paper based survey. Annual parent survey specifically for RHSE is sent out and an annual online meeting will be held to support discussion and answer any questions or concerns.

4. Pupil consultation – we investigated what exactly students want from their RSE

Parents' right to withdraw their child from lessons

Parents and carers of junior age students:

Parents and carers do not have the right to withdraw their children from relationships education. Parents and carers do have the right to withdraw their children from the non-statutory components of sex and relationship education within RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

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

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

Requests for withdrawal should be put in writing and addressed to the Headteacher.

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

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

Roles and Responsibilities:
The Directors will hold the Headteacher to account for the implementation of this policy. The Directors have delegated the approval of this policy to the Headteacher.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE. The RSE programme in our school will be led by the Headteacher.

All staff are responsible for:
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE should speak directly with the Headteacher.

All staff members involved in teaching and supporting the RSE curriculum will be trained and supported by the deputy Headteacher. In line with the most recent guidance all staff have been informed that the appropriate term to use for those considering or exploring gender reassignment is 'gender questioning'. Most staff have had training from Education Solutions and new staff have access to support from the lead practitioner. The school continues to use the RSE solutions resource. Visitors from outside the school, such as school nurses or sexual health professionals may be asked to provide support and training to staff teaching RSE.

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

Our RSE Curriculum:
Our inclusive RSE curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stages 1 – 5 (of which in All Saints School we cover 2,3 & 4, as well as

revisiting Key stage 1 to ensure there are no gaps in knowledge or understanding). It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum. In line with the latest guidance we teach the content of the national curriculum at the age appropriate level.

 Outline of All Saints School RSE programme:

- Protective behaviours are taught at all Key Stages if appropriate and where identified for individuals.

- The Bystanders Programme has been rolled out across the whole school as part of a county wide initiative to address the problem of sexual harassment in schools. In doing so we have introduced zero tolerance to sexist language and in assemblies and lessons we encourage students to find ways to confront sexist language where they hear it.

- The RSE curriculum will be adapted into several tiers to reflect the breadth of needs in learners at All Saints School and where appropriate will be individualised to meet particular needs.

- The curriculum will come from the PSHE Association curriculum document and the guidance referred to above.

- In the Junior Department learners will access the different tiers of curriculum provision available through an assessment of readiness. Education on sexual intimacy will be taught only to those who have shown a developing sexual persona and after careful consultation with parents/carers.

- It is recognised that much of RSE comes through the daily experiences of the learners; therefore, the importance of all school staff in the development of social relationships is emphasised and the importance of a cohesive whole school staff approach to the RSE curriculum.

- RSE will be delivered through informal and formal teaching: staff will teach particular areas with the involvement of outside agencies when appropriate.

Junior Classes:
Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

As part of the Juniors RSE curriculum we explore how bodies change and develop as we grow older with a focus in adolescence and puberty.

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

Secondary classes:
RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

Learning in RSE lessons will link to learning in Science, PSHE, the morning getting ready to learn sessions and our themed weeks e.g. careers weeks, safety week and wellbeing week. Our lessons will be adapted in order to fulfil the learning of all students and enable them to participate fully. Distancing techniques will be employed in some areas of the curriculum, often through drama, allowing students to discuss fictional characters and scenarios rather than discuss their own lives and experiences.

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

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Physical Health and Mental Wellbeing: Juniors
The focus in the junior school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Physical health and mental wellbeing: Seniors
It is important that the starting point for health and wellbeing education should be a focus on enabling students to make well-informed, positive choices for themselves. In the senior school, teaching should build on primary content and should introduce new content to older students at appropriate points. This should enable students to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable students to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin

Our RSE scheme of work can be viewed on request via All Saints School Office.

Inclusivity
We will teach about these topics in a manner that:
- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons makes students feel:
- Safe and supported
- Able to engage with the key messages

We will make sure that students learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

We will give careful consideration to the level of adaption needed Evaluation and Assessment:

- Students will be given the opportunity throughout the units of work to reflect on and evaluate their learning – assessment opportunities are built in to every lesson, with assessment being individual to each child.

- The assessment tool used by teachers reflects progression and the individual levels of a learner. Monitoring is in place as a part of overall assessment at All Saints School to ensure each child is progressing at a meaningful rate.

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will:**

➢ Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with students' developmental stage
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996

➢ Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

➢ Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

➢ Review any case study materials and look for feedback from other people the agency has worked with

➢ Be clear on:
- What they're going to say
- Their position on the issues to be discussed

➢ Ask to see in advance any materials that the agency may use

➢ Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
➢ Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
➢ Check the agency's protocol for taking pictures or using any personal data they might get from a session
➢ Remind teachers that they can say "no" or, in extreme cases, stop a session
➢ Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:
➢ Work with external agencies that take or promote extreme political positions
➢ Use materials produced by such agencies, even if the material itself is not extreme

Monitoring of curriculum delivery:
• The PSHE and RSE policy curriculum and delivery will be monitored in line with the Curriculum, Learning and Assessment Policy and will reflect any announcements or guidance from the Department for Education.
• The PSHE and RSE curriculum has been amended to be in line with the latest curriculum and UK government's guidance. The materials and resources are continually being updated and therefore this policy should be reviewed in a year's time in order to reflect on the impact of any changes.
• Staff delivering the RSE curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning, students work and training opportunities.

Comments on students' learning and progress in RSE, as part of their learning in PSHE will be reported to parents in school reports and at parents' evenings and upon request by parents/carers.

Core themes in Relationships, Sex and Health Education in Key Stages

Key Stage 1 - 2	Key Stage 3	Key Stage 4
Health and Wellbeing:	**Health and Wellbeing**	**Health and Wellbeing**
Healthy Lifestyles (physical wellbeing)	Self-concept	Self- concept
Mental Health	Mental health and emotional wellbeing	Mental health and emotional wellbeing
Ourselves, growing and changing	Healthy Lifestyles	Health-related decisions
Keeping safe	Drugs, alcohol and tobacco	Drugs, alcohol and tobacco
Drugs, alcohol and tobacco	Managing risk and personal safety	Managing risk and personal safety
	Puberty and sexual health	Sexual health and fertility
Relationships:	**Relationships:**	**Relationships:**

Families and close positive relationships	Positive relationships	Positive relationships
Friendships	Relationship values	Relationship values
Managing hurtful behaviour and bullying	Forming and maintaining respectful relationships	Forming and maintaining respectful relationships
Safe relationships	Consent	Consent
Respecting self and others	Contraception and parenthood	Contraception and parenthood
Online Safety	Bullying, abuse and discrimination	Bullying, abuse and discrimination
	Social influences	Social influences
	Online Safety	Online Safety

How All Saints School will deal with sexually explicit questions:

All Saints School will:

- Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually taking into account the Safeguarding including Child Protection Policy.
- Encourage learners to ask their parents/carers any questions outside the planned programme.
- Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Have designated adults that learners know of to go to if they wish to talk.
- Question boxes are situated in the corridor and the library and students are encouraged to write their questions and add into the box.

The acceptable and appropriate language to use in RSE lessons:
Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and explain how some can be seen as offensive. Staff will use their judgement in discussion depending on understanding and maturity level of learners.

Specific ground rules specific to RSE that All Saints School will use:

- Respect will be shown at all times
- The creation and agreement of ground rules will be completed as a class at the beginning of RSE lessons, facilitated by the teacher.
- Safeguarding including child protection policy must be implemented.

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 this instance, teachers will consult with the designated Safeguarding Lead and in their absence, one of their deputies.

Visitors and external agencies which support the delivery of RSE will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Reviewing the Policy:

This policy will be reviewed on an annual basis by the PSHE/RSE lead teacher. This will ensure that information is accurate and up-to-date and that the views of parents/carers, teachers, tutors and students are heard and considered regularly. At every review, the policy will be approved by the Advisory Board.

Appendix 1 KS2/3 PSHE Curriculum Map including RSE

The curriculum journey can be found by clicking in the link below

https://www.allsaintslessingham.co.uk/wp-content/uploads/2023/01/PSHE-including-RSECurriculum-snakes-1.pdf

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

Topic	Students should know
Families and people who care about 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
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
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

Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not
	• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous
	• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
	• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
	• How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
	• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
	• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
	• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
	• How to recognise and report feelings of being unsafe or feeling bad about any adult
	• How to ask for advice or help for themselves or others, and to keep trying until they are heard
	• How to report concerns or abuse, and the vocabulary and confidence needed to do so
	• Where to get advice e.g. family, school and/or other sources

Appendix 3: By the end of secondary school students should know:

Families	• 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	• 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 (nonsexual) 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	• 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	• 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)