



Relationships, Sex and Health Education (RSE) Policy

Contents

1	Introduction and aims.....	3
2	Statutory requirements.....	4
3	Policy development.....	4
4	Definition.....	5
5	Curriculum	5
6	Delivery of RSE	5
7	Roles and responsibilities	6
8	Students	6
9	Parents' right to withdraw.....	7
10	Training.....	7
11	Monitoring arrangements	7
	Appendix 1: Curriculum Map.....	8
	Appendix 2: By the end of primary school, students should know:	10
	Appendix 3: DfE RSE Statutory Guidance Suggested Resources.....	12

1 Introduction and aims

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence/harassment. This policy applies to all students, including those in the Early Years.

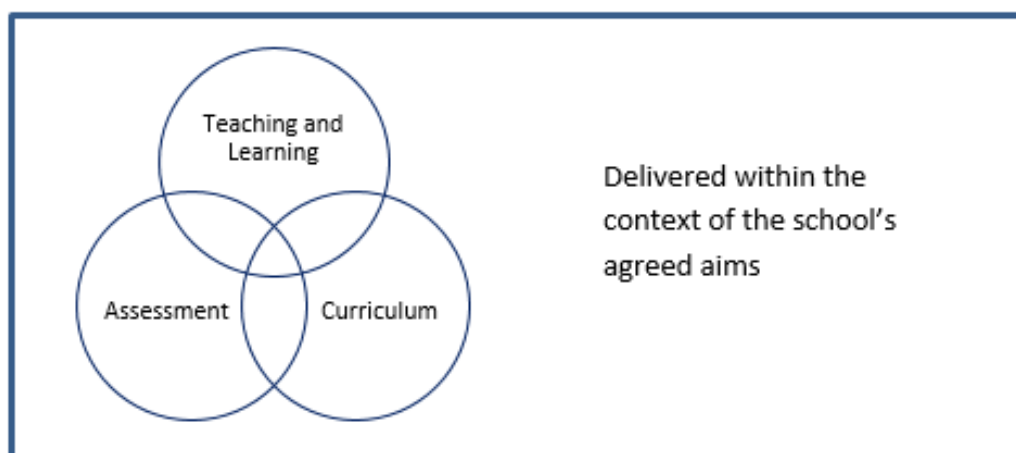
The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) supports our school ethos and fulfils our school aims, which are defined as;

- We are committed to safeguarding and promoting the welfare and wellbeing of children and expect all staff, volunteers and other third parties to share this commitment. We want children to feel safe, happy and enjoy coming to school.
- To produce scholarly pupils who love learning and are curious about what they do not yet know.
- To nurture children's talent while enabling them to tackle difficulties with a growth mindset. 'Optime' is our motto but we know that our 'best' is always changing and improving as we learn.
- To develop character through understanding strengths and areas for development and learning how to put the school virtues into practice.

1.1 This policy forms part of the curriculum.

1.2 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

1.3 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.



The aims of RSE at our school are to:

- 1.4 Provide a framework in which sensitive discussions can take place.
- 1.5 Help students develop feelings of self-respect, confidence and empathy.
- 1.6 Create a positive culture around relationships.
- 1.7 Help students understand that healthy relationships are an important part of wellbeing.
- 1.8 Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community.

2 Statutory requirements

- 2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.
- 2.2 As a Preparatory School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards.

At Clifton Lodge, we teach RSE as set out in this policy.

3 Policy development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed every three years.

4 Definition

- 4.1 RSE involves a combination of sharing information and exploring issues and values within the context of learning about families and friendships. RSE also includes considering what safe relationships look like and how to respect ourselves and others.
- 4.2 RSE also involves a combination of sharing information and exploring issues and values.

5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of students.
- 5.3 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 5.4 The reproduction aspect of RSE is part of the year 6 Science curriculum.

6 Delivery of RSE

- 6.1 Our RSE is taught as part of our PSHE curriculum. The PSHE course is delivered to all students through discrete PSHE lessons taught by our form teachers. There is one lesson of taught PSHE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RS). There are also centrally organised sessions which supplement the delivery in house. Students with Special Educational Needs and/or Disabilities will be differentiated for in lesson planning and delivery, based on their individual needs.
- 6.2 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
- 6.2 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.3 These areas of learning are taught within the context of family life, taking care to ensure 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, 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).

7 Roles and responsibilities

Staff & Governance

7.1 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is Aysha Hanif. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

7.3 The Chair of Governors

The Chair of Governors will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND (see below);
- Teaching is sensitive to the needs of all students with protected characteristics under the Equality Act 2010
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
 - Monitoring progress;
 - Responding to the needs of individual students.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

All class teachers from Year 1-6 are responsible for teaching RSE to their class.

8 Students

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

8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the Inclusion Manager. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND,

Clifton Lodge is mindful of preparing students for adulthood.

Clifton Lodge is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

9 Parents' right to withdraw

9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

9.2 Parents do not have the right to withdraw their children from relationships education.

10 Training

10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme and resources from the PSHE Association.

10.1 The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11 Monitoring arrangements

11.1 The delivery of RSE is monitored by Aysha Hanif through work and planning scrutiny, lesson observations learning walks, etc.

11.2 Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
1	Summer	<p>Families and Friendships Roles of different people; families; feeling cared for</p> <p>Safe Relationships Recognising privacy; staying safe; seeking permission</p> <p>Respecting ourselves and others How behaviour affects others; being polite and respectful</p>	PSHE Association curriculum and suggested resources
2	Summer	<p>Families and Friendships Making friends; feeling lonely and getting help</p> <p>Safe Relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	PSHE Association curriculum and suggested resources
3	Summer	<p>Families and Friendships What makes a family; features of family life</p> <p>Safe Relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	PSHE Association curriculum and suggested resources

Relationships and Sex Education (RSE) Policy

YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
4	Summer	<p>Families and Friendships Positive friendships, including online</p> <p>Safe Relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively</p>	PSHE Association curriculum and suggested resources
5	Summer	<p>Families and Friendships Managing friendships and peer influence</p> <p>Safe Relationships Physical contact and feeling safe</p> <p>Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	PSHE Association curriculum and suggested resources
6	Summer	<p>Families and Friendships Attraction to others; romantic relationships; civil partnership and marriage</p> <p>Safe Relationships Recognising and managing pressure; consent in different situations</p> <p>Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues</p>	PSHE Association curriculum and suggested resources

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

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Relationships and Sex Education (RSE) Policy

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Relationships and Sex Education (RSE) Policy

Ownership and consultation	
Document sponsor (role)	European Director of Education
Document author (name)	Beth Kerr/PSHE Leads
Consultation February 2020	Consultation with the following: Alison Barnett, Regional Safeguarding Lead (RSL)/Danuta Tomasz, DE
Review – June 2022	Nicola Lambros Director of Education for Europe Alison Barnett – Regional Safeguarding Lead for Europe

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	TBC

Version control	
Review cycle	Annually
Implementation date	September 2022
Review date	September 2025

Related documentation	
Related documentation	Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards