



QUINTON HOUSE SCHOOL

# **Relationships, Sex and Health Education (RSE) Policy**

## **September 2023**

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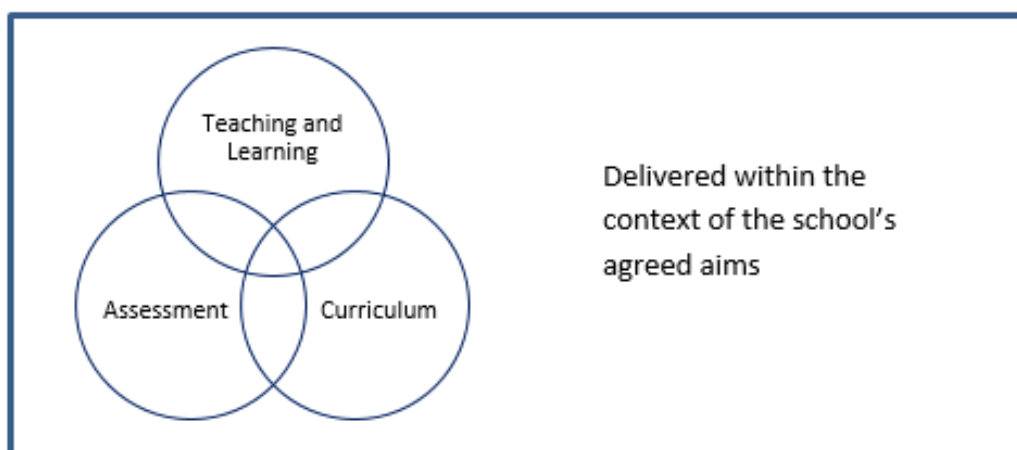
### 1 Introduction and aims

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 Education, Relationships and Sex Education (RSE) and Health Education supports our school ethos and fulfils our school aims, which are defined as:

Our aim is to allow all students the opportunity to develop and prepare for their next step in life and into the world with courage, honesty, integrity, and a global outlook.

- 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 Prepare students for puberty, give them an understanding of sexual development and the importance of health and hygiene.
- 1.6 Help students develop feelings of self-respect, confidence and empathy.
- 1.7 Create a positive culture around sexuality and relationships.
- 1.8 Teach students the correct vocabulary to describe themselves and their bodies.

- 1.9 Help students understand that healthy relationships are an important part of wellbeing.
- 1.10 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/BSO Standards/Estyn 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
- 2.3 As a Secondary school, we must ensure that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph 9, in accordance with section 34 of Children and Social Work Act 2017 and the Independent School Standards, and with regard to guidance outlined in section 403 of the Education Act 1996.

At Quinton House School, we teach RSE as set out in this policy.

### 3 Policy development

You **must** consult with parents when making changes to your RSE policy and it is also good practice to consult with staff and students. The text below is an example of how you could do this. although it would need to be adapted to reflect your own policy development process.

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

- Review – The PSHEE 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/BSO Standards. 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.
- Student consultation – students were consulted with about their RSE lessons in tutor time discussions, PSHEE specific survey and during nurture groups.
- Ratification – once amendments were made, the policy was published.

- Policy review – this policy will be reviewed every three years.

### 4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

### 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, students and staff, taking into account the age, needs and feelings of students.
- 5.3 Primary sex education will focus on:
- Preparing all students for the changes that adolescence brings; and
  - How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.
  - ii. not 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; and
  - iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.
- 5.4 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

### 6 Delivery of RSE

- 6.1 Our RSE is taught as part of our PSHEE curriculum. The PSHEE course is delivered to all students through discrete PSHEE lessons taught by our teachers. There is one lesson of taught PSHEE 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, PSHEE is also embedded within the curriculum (e.g., social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.
- 6.2 In the Preparatory School, 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
- 6.3 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.4 In the Senior School, 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
- 6.5 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.6 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 PSHEE Lead Teacher

The person(s) with responsibility for the overview and yearly evaluation of this policy is the Deputy Head (Pastoral). 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 Headmaster

The Headmaster 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 (see section 8).

#### 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; and
- 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 are encouraged to discuss this with the Headmaster.

## 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 SENCO. 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, Quinton House School is mindful of preparing students for adulthood.

Quinton House School 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

9.2 If parents require more information on RSE for secondary 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/812594/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf)

- 9.2.1 In the Preparatory School, Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headmaster.

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

- 9.3 In the Senior School, parents have the right to withdraw their children from the non-statutory components of sex 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 using the form found in Appendix 3 of this policy and addressed to the Headmaster.

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.

The Headmaster, following confirmation of action, will inform the PSHEE Lead, Deputy Head (Pastoral) and relevant class teacher to ensure all parties are aware of the confirmed actions to be taken.

Alternative work will be given to students who are withdrawn from sex 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. RSE training takes place during staff meeting slots and throughout individual CPD, both externally sourced and internally stipulated in line with the school's training requirements and expectations. Staff are supported to deliver RSE through specific guidance from the Head of PSHEE, PSHEE association resources, access to the Wellbeing Hub (TeenTips) and via a collaborative delivery approach within specific year groups.
- 10.2 The Headmaster 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 Mrs Melanie Herbert, Preparatory School and Miss Katie Viggers, Senior School through work scrutiny, lesson observations, learning walks and student surveys/assessments.
- 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

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Nursery	Autumn 1	Me and My Relationships: Marvellous Me I'm special People who are special to me	All resources are taken from the coram life education website. <a href="https://www.coramlifeeducation.org.uk/scarf/half-termly-units">https://www.coramlifeeducation.org.uk/scarf/half-termly-units</a>
	Autumn 2	Valuing difference: Me and my friends Friends and family Including everyone	
	Spring 1	Keeping safe: People who help me and keep me safe Safety indoors and outdoors What's safe to go in my body	
	Spring 2	Rights and Respect: Looking after myself Looking after others	
	Summer 2	Growing and changing: When I was a baby Girls, boys and families	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Reception	Autumn 1	Me and My relationships: All about me My feelings	
	Autumn 2	Valuing difference: Same and different families	
	Spring 1	Keeping safe: What's safe to go onto and into my body Keeping safe online People who help to keep me safe	
	Summer 2	Growing and changing: Life stages Where do babies come from? Knowing the correct names for private parts and that babies are made by male and female parts. Getting bigger Me and my body – girls and boys	
Year 1	Autumn 1	Me and My relationships: Feelings and bodies Good friends	
	Autumn 2	Valuing difference: Same or different? Unkind tease or bully? Who are our special people?	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
	Spring 1	Keeping safe: Good or bad touches? Sharing pictures	
	Summer 2	Growing and changing: Healthy me Surprises and secrets Keeping privates private	
Year 2	Autumn 1	Me and My Relationships: Being a good friend Types of bullying	
	Autumn 2	Valuing difference: What makes us who we are? My special people	
	Spring 1	Keeping safe: Medicines and their use Keeping safe – when to tell. Good touch and bad touch - Who to talk to.	
	Summer 2	Growing and changing: My body, your body Respecting privacy Some secrets should never be kept	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 3	Autumn 1	Me and My Relationships: Looking after our special people Friends are special What to do about "Dares"	
	Autumn 2	Valuing difference: Family and friends Community Our friends and neighbours	
	Spring 1	Keeping safe: Safe or unsafe situations Assessing risk Super searcher – staying safe online	
	Summer 2	Growing and changing: Body space None of your business – how to say no Secret or surprise – knowing when to tell someone	
Year 4	Autumn 1	Me and My Relationships: Positive healthy relationships – when and how to say no.	
	Autumn 2	Valuing difference: Stereotypes Friend or acquaintance – what should you share	
	Spring 1	Keeping safe: Keeping safe online and within relationships	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
	Summer 2	Growing and changing Changing feelings and preparing for changes at puberty	
Year 5	Autumn 1	Me and My Relationships: Recognising the relationships around us Emotional needs and how to meet them Being assertive	
	Autumn 2	Valuing difference: Qualities of friendship Stereotypes	
	Spring 1	Keeping safe: Spot bullying Dealing with risk Staying safe online	
	Summer 2	Growing and changing: How feelings change Changing bodies – puberty and menstruation	
Year 6	Autumn 1	Me and My Relationships: Friendship issues Assertiveness skills – not to be forced into anything	
	Autumn 2	Valuing difference: Respect and tolerance – OK to be different Challenging gender stereotypes	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
	Spring 1	Keeping safe: Staying safe online – think before you click What to share online Drugs and alcohol	
	Summer 2	Growing and changing: Self-image and pressure from online Managing change – puberty Making babies	
Year 7	Autumn 1	Relationships <ul style="list-style-type: none"> <li>• Qualities and behaviours they should expect and exhibit in relationships</li> <li>• Features of positive/stable and unhealthy relationships</li> <li>• Nature and importance of marriage, civil partnerships and other stable, long-term relationships</li> </ul> Media <ul style="list-style-type: none"> <li>• Media portrayal of relationships not reflecting real life</li> <li>• Portrayal of sex in the media and social media including music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)</li> </ul> Diversity <ul style="list-style-type: none"> <li>• Diversity in sexual attraction and developing sexuality</li> </ul>	
	Autumn 2	Growing and changing <ul style="list-style-type: none"> <li>• Managing growth and change in relation to puberty</li> </ul>	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
	Summer 1	<p>Being safe online</p> <ul style="list-style-type: none"> <li>• Features of the internet can amplify risks and opportunities e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</li> <li>• Personal values and clear boundaries around aspects of life they want to remain private; strategies to safely manage personal information and images online including social media</li> <li>• Benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of view on different issues</li> </ul>	
Year 8	Autumn 1	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Feature of stable, positive relationships including trust, mutual respect, honesty, and equality</li> <li>• Different types of relationships including families, friendships, romantic or intimate and the factors that can affect these</li> <li>• Marriage is commitment, entered freely, never forced through threat or coercion and how to access sources of support if they feel vulnerable</li> </ul> <p>Consent</p> <ul style="list-style-type: none"> <li>• Law in relation to consent including legal age of consent for sexual activity, the legal definition of consent and responsibility in law for the seeker of consent to ensure consent has been given</li> <li>• How to seek consent</li> </ul> <p>Contraception</p> <ul style="list-style-type: none"> <li>• Use of condom and the pill and how to negotiate the use of contraception in healthy relationships</li> </ul>	

## Relationships and Sex Education (RSE) Policy

YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
	Autumn 2	<p>Diversity</p> <ul style="list-style-type: none"> <li>• Difference between assigned/biological sex, gender identity and sexual orientation</li> </ul> <p>Growing and changing</p> <ul style="list-style-type: none"> <li>• Managing growth and change in relation to menstruation</li> </ul>	
	Summer 1	<p>Being safe online</p> <ul style="list-style-type: none"> <li>• Understand how the way people present themselves online can have positive and negative impacts on them</li> <li>• Making informed decisions about different media and digital content</li> <li>• Responding appropriately when things go wrong online, including confidentiality accessing support, reporting to authorities and platforms</li> </ul>	
Year 9	Autumn 1	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Features of unhealthy relationships including imbalance of power, coercion, control, exploitation, abuse of any kind</li> <li>• Managing the breakdown of relationship and effects of change</li> </ul> <p>Sexual relationships</p> <ul style="list-style-type: none"> <li>• Consider levels of intimacy and consequences</li> <li>• Right not to have intimate relationship until ready</li> <li>• Readiness for sex and benefits of delaying sexual activity</li> </ul>	



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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
	Autumn 2	<p>Consent</p> <ul style="list-style-type: none"> <li>• Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent</li> </ul> <p>Growing and changing</p> <ul style="list-style-type: none"> <li>• Managing growth and change in relation to later life and the menopause</li> </ul> <p>Being safe online</p> <ul style="list-style-type: none"> <li>• Safe and responsible use of information communication technology (including safe management of own and others' personal data including images)</li> </ul>	
	Spring 1	<p>FGM</p> <ul style="list-style-type: none"> <li>• Risks and myths associated with FGM, its status as a criminal act and strategies to access sources of support</li> </ul> <p>Contraception</p> <ul style="list-style-type: none"> <li>• Use of contraception including the condom and the pill</li> </ul> <p>STI</p> <ul style="list-style-type: none"> <li>• Infections can be spread through sexual activity and that barrier contraceptive offer some protection against certain STI</li> </ul>	
	Summer 1	<p>Being safe online</p> <ul style="list-style-type: none"> <li>• Positive and safe ways to create and share content online and the opportunities this offers</li> <li>• Strategies for protecting and enhancing their personal and professional reputation online</li> <li>• Social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme view points</li> </ul>	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 10	Autumn 1	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Living together, marriage and civil partnerships are ways of demonstrating commitment to each other</li> <li>• Parenting skills and their central importance to family life (including young parenthood and making choices about parenting including issues around breastfeeding)</li> <li>• Recognise when a relationship is unhealthy or abusive – both emotional and physical abuse, or violence including ‘honour’ based violence, forced marriage and rape</li> <li>• Managing changes in personal relationships including the ending of relationships</li> </ul> <p>Child Abduction &amp; Modern Slavery</p> <ul style="list-style-type: none"> <li>• Awareness of child abduction and modern slavery (including online grooming, county drug lines and coercive group settings such as gangs) and the skills and strategies to respond appropriately</li> </ul> <p>Domestic abuse</p> <ul style="list-style-type: none"> <li>• Impact of domestic abuse and sources of help and support</li> </ul>	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
	Autumn 2	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Impact of separation, divorce, bereavement on families and the need to adapt to changing circumstances</li> <li>• Statutory and voluntary organisations that support relationships experiencing difficulties or in crisis</li> </ul> <p>Diversity</p> <ul style="list-style-type: none"> <li>• Diversity in sexual attraction, developing sexuality, including sources of support and reassurance and how to access them</li> </ul> <p>Consent</p> <ul style="list-style-type: none"> <li>• How to seek consent and to respect others' rights to give, not give or withdraw consent to engage in different degrees of sexual activity</li> </ul> <p>Media</p> <ul style="list-style-type: none"> <li>• Role of sex in the media and its impact on sexuality – including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender, norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism</li> </ul>	
	Spring 2	<p>STI</p> <ul style="list-style-type: none"> <li>• About STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk</li> </ul> <p>Pregnancy</p> <ul style="list-style-type: none"> <li>• Lifestyle choices affecting a developing foetus</li> <li>• Debating the pros and cons to the right to an abortion</li> </ul>	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 11	Autumn 1	<p>Diversity</p> <ul style="list-style-type: none"> <li>• Respecting others' faith and cultural expectations concerning relationships and sexual activity</li> </ul> <p>Sexual relationships</p> <ul style="list-style-type: none"> <li>• Assessing the readiness for sexual relationships</li> <li>• Impact of drugs and alcohol on choices and sexual behaviour</li> </ul> <p>Unwanted attention</p> <ul style="list-style-type: none"> <li>• Manage unwanted attention in a variety of contexts including harassment, stalking, risk of drink spiking/injections when out</li> </ul> <p>Contraception</p> <ul style="list-style-type: none"> <li>• Accessing the correct use of contraception (including emergency contraception) and negotiating condom use</li> </ul>	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
	Autumn 2	<p>Unintended pregnancy</p> <ul style="list-style-type: none"> <li>• Consequences of unintended pregnancy and of teenage parenthood</li> <li>• Pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people have</li> </ul> <p>Fertility</p> <ul style="list-style-type: none"> <li>• Levels of fertility can vary; can be damaged by some sexually transmitted infection, decreases with age and about options open to people who are not able to conceive</li> </ul> <p>Parenting</p> <ul style="list-style-type: none"> <li>• The reasons why parents choose to adopt/foster or place children for adoption/fostering</li> <li>• About abortion, including the current legal position</li> </ul>	

### Appendix 2: By the end of Preparatory School, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

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TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g., family, school and/or other sources</li> </ul>

### Appendix 2: By the end of Senior School, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>



## Relationships and Sex Education (RSE) Policy

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

## Relationships and Sex Education (RSE) Policy

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

### Appendix 4: 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](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

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<b>Ownership and consultation</b>	
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

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Audience	All school staff

<b>Document application and publication</b>	
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<b>Related documentation</b>	
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