Name of Policy	Relationships and Sex Education Policy
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Contents

1. PSHE/RSE Intent

Personal Social Health Education (PSHE) including Relationships Sex Education (RSE) is at the heart of the Rosewood School's values and ethos and runs throughout all that we do.

Our PSHE/ RSE curriculum aims to enable our children to become healthy, safe, independent, responsible members of society who demonstrate respect and tolerance and who are prepared to face and manage the challenges and opportunities of an ever-changing modern Britain. We endeavour to help our pupils to aspire to be the best they can be, to have dreams for their future and know what is required to reach them. To provide opportunities for our pupils to learn about rights and responsibilities and appreciate what it means to be a valuable member of an ever-changing diverse society.

We will help them to understand and consider many of the moral, social and cultural issues that are part of growing up in Modern Britain and deepen their understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance. We will develop their sense of self-worth by playing a positive role in contributing to school life and the wider community and stimulate, challenge and nurture our pupil's spiritual, moral, social and cultural curiosity.

2. PSHE/RSE Implementation

Learners are taught regularly timetabled PSHE / RSE lessons in which staff follow our tailor-made whole school scheme to plan their lessons. Staff who deliver the subject have been on courses and have regular access to the PSHE association for guidance, ensuring the Statutory RSE curriculum is taught. The Curriculum is split into 3 themes and is taught as a spiral curriculum so topics are re-visited in more depth to match the maturity of the pupils.

- Becoming an active citizen (British Values/ what it means to be British)
- Keeping myself safe
- Me and My Relationships (RSE)
- Healthy Lifestyles (Including Emotional Health and Well Being / see separate link on website)
- Me and My Future

Lessons are adapted to meet the needs of each individual class / pupils and to deal with issues as they arise. Lessons are delivered in a way that ensures pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.

Assemblies, themed days, visits and visitors are used to support the teaching and are not used in place of it. We work in partnership with parents informing them about what their children are learning and when required, providing guidance towards resources that can be used at home.

Lessons and school ethos:

- Promote safe, equal, caring and enjoyable relationships and we discuss real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Give a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture)

3. PSHE/RSE Impact

At the Rosewood School we are proud of the PSHE / RSE work that we deliver.

The impact that the PSHE/ RE curriculum will have:

- The evidence being seen through the well-rounded, confident, tolerant and independent learners that leave us at the end of year 11.
- The learner's' attitude, behaviour and demeanour around school, within lessons, at social times in and out in the community demonstrates the respect, tolerance and high aspirations that our pupils have of themselves and each other.
- Learners leave us ready for their next step into further education, apprenticeships or college and are armed with skills, knowledge and understanding that they can take forward into adulthood.
- Our learners leave us prepared for life in an ever-changing modern Britain. They have the tools they need to succeed, keep themselves safe and thrive.

We measure impact by:

- Triangulation of lesson observations and work scrutiny
- Pupil voice
- Carry our annual subject leader/ teaching staff discussions – where areas for development are discussed, and for which targets for the year are collaboratively developed.

The outcome of this all goes together to form the coming year's action plans, lesson plans and evaluation of impact.

4. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

5. Statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DFE (2021) 'Keeping children safe in education 2021'
- DFE (2021) 'Teaching about relationships, sex and health'
- DFE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DFE (2015) 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

• TRS SEND Policy 22

   • TRS Policy for Supporting Positive Behaviour 21-22

• TRS Online safety Policy Oct 21

• TRS Equality Policy 21

• TRS Anti-Bullying Policy 22

• TRS Safeguarding and Child Protection Policy 21-22

• TRS Pupil Emotional Health Wellbeing And Mental Health Policy 22

• TRS Self Harm Policy 22

• TRS Staff Acceptable Use Policy 21

6. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

7. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Due to the short term nature of the service we cannot aim to deliver all of the outcomes within the curriculum for both primary and secondary pupils, we will focus on teaching key principles.

8. Delivery of RSE

Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will face. The curriculum will cover the following:

• Different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships
• How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
• How relationships may affect health and wellbeing, including mental health
• Healthy relationships and safety online (through ICT)
• Factual knowledge, for secondary aged pupils, around sex, sexual health and sexuality, set firmly within the context of relationships.

The Sex and Relationship education programme as part of PSHE/Enrichment contributes to the positive school ethos; supporting and facilitating the development of young people.

- To promote development of a keen sense of personal identity.
- To encourage pupils to value themselves, and others.
- To allow young people to move with confidence from childhood through adolescence, and into adulthood.
- To encourage pupils to develop appropriate social, and communication skills around the area of building and maintaining relationships.
- To encourage a sense of respect and responsibility for one's self, and for others.

The nature of certain issues with the sex and relationship education curriculum are sensitive, and thus parents may require assurance that all teaching is in accordance with the services' values and ethos.

Pupils will be made aware of appropriate behaviour within the classroom setting. Staff will be trained in how to tackle and respond to inappropriate or difficult questions.

Key principles of effective RSE teaching

In the context of so many linked areas of learning, teachers should determine the needs of their students and tailor the lessons accordingly. It is important to build on and complement existing knowledge, understanding and skills. The lessons can be adapted to fit specific programmes and differentiated to meet student needs. Howsoever the material is used, all RSE lessons should:

- Be taught within the context of a broader PSHE education programme
- Be taught in a safe classroom environment
- Start from where students are in terms of their existing knowledge, understanding, skills, beliefs and attitudes
- Be taught in a non-judgmental way
- Support gender and LGBT+ equality and challenge all forms of discrimination
- Be grounded in realistic scenarios but not personal experiences
- Provide reliable, accurate information, distinguishing between fact and opinion
- Be taught by teachers who have adequate training and support from colleagues
- Take students' current circumstances and previous experiences into account
- Challenge unrealistic social norms
- Bear in mind the possible influence of pornography and shared sexual images on students' attitudes • Assess student progress and provide opportunities for them to evaluate their RSE provision

6. Roles and responsibilities

7.1 The Management Committee is responsible for:

- Ensure all students make progress in achieving the expected educational outcomes.
- Ensure the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluate the quality of provision through regular and effective self-evaluation.
- Ensure that teaching is delivered in ways that is accessible to all students with SEND.
- Provide clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensure RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Create and keep up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

7.2 The Head teacher

The Head teacher is responsible for ensuring that RSE is taught consistently across the service, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

- Ensure all staff are suitably trained to deliver the subjects.
- Ensure parents are fully informed of this policy.
- Review all requests to withdraw students from non-statutory elements of the RSE and health education curriculum.
- Discuss withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensure withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encourage parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Review this policy on an annual basis.
- Report to the Management committee on the effectiveness of this policy and the curriculum.

7.3 The Personal Development Leader is responsible for:

Overseeing the delivery of RSE and health education and ensuring that RSE is taught in a way that promotes outstanding practice

- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health Education
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head teacher
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7.4 Curriculum Leaders are responsible for:

- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.

- Ensuring they do not express personal views or beliefs when delivering the curriculum.

- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.

- Modelling positive attitudes to RSE and health education.

- Liaising with the SENCO about identifying and responding to the individual needs of students with SEND.

- Liaising with the Personal Development Leader about key topics, resources and support for individual students.

- Monitoring student progress in RSE and health education.

- Reporting any concerns regarding the teaching of RSE or health education to the Personal Development Leader or a member of the SLT.

- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.

• Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

The SENCO is responsible for:

• Advising teaching staff how best to identify and support students' individual needs.

• Advising staff on the use of TAs in order to meet students' individual needs.

Staff are responsible for:

> Delivering RSE in a sensitive way

> Modelling positive attitudes to RSE

> Monitoring progress

> Responding to the needs of individual pupils

> Responding appropriately to pupils 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 head teacher.

Staff responsible for teaching RSE:

• H Bennett – AHT Personal development

• E. Lewis – Citizenship Lead

• R Sharma – AHT Staplehurst

7.4 Pupils

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

7. Parents' right to withdraw

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 Executive head teacher.

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

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

8. Training

Staff joining the Rosewood School will have the opportunity to attend bespoke CPD to support knowledge on the delivery of the PSHE curriculum.

The AHT in charge of Personal development will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by H Bennett –AHT Personal Development through:

Termly Quality Assurance focusing on learning walks, book scrunities and planning scrutinies.

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

The policy will be approved by the Management Committee.

Appendix 1: Curriculum map

KS3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Health and Wellbeing **Living in the Wider World** **Relationships**	Peer Influence, substance use and gangs Self-concept	Networking skills, Online Reputation and Social Networking	Relationships Diversity, prejudice, discrimination and bullying	Sleep and Personal hygiene Work and career	Relationships Consent Contraception and parenthood	Strategies to safely manage information online Benefits and positive use of social media
	Mental health and emotional wellbeing Assertiveness Gang exploitation Substance Misuse	Organisational skills Online Reputation and Social Networking Employers rights and financial choices Self confidence	Healthy Relationships Relationship values Forming and maintaining respectful relationships	Media literacy and digital resilience	Stereotyping, prejudice and discrimination Bullying, abuse and discrimination Social influences	Potential Influence of extreme views Financial choices

KS4 Y10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Attitudes to mental health Promoting emotional wellbeing Unhealthy coping strategies	Fake News Religions Vs Cults Exploring British values International Organisations	Diversity Beginning Relationships Introducing Consent	Sleep and Personal hygiene Diet and Exercise Smoking and Peer Influence	Valuing diversity Understanding and preventing extremism Knife violence	Attitudes to Money and Personal Budgeting Online Content and Critical Thinking
	Coping Strategies – Building Resilience	The UK's role in supporting other countries	Introduction to Contraception Preventing STIs	STIs and Treatment Fertility	Online Gambling	Propaganda and the Media Online Contacts
	Healthy coping strategies Dealing with change	Conflict Women's Rights and Equality	Capacity to Consent Parenting			Causes of cybercrime Gamblng

KS4 Y11	Donation Teenage Pregnancy Abortion Laws, morals and ethics	Live Streaming, Virtual Reality, Augmented Reality & Gaming Cosmetic Surgery Online Reputation & Digital Footprints	Peer on Peer bullying Sexual Health Respect and Relationships Contraception	Sleep Diet and Exercise Smoking and Peer Influence Alcohol and Peer Influence STIs and Treatment	Maintaining respectful relationships Building relationships Revision techniques Exam stress	
	Manage risk in relation to gangs Positive social norms in relation to drug and alcohol use Legal and health risks in relation to drug and alcohol use, including addiction and dependence	Drugs NPS Festivals and Drugs War on drugs				

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TOPIC	PUPILS 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

TOPIC	PUPILS SHOULD KNOW
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

By the end of secondary school pupils should know

TOPIC	PUPILS 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 (non-sexual) types of relationship
	Practical steps they can take in a range of different contexts to improve or support respectful relationships
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
	What constitutes sexual harassment and sexual violence and why these are always unacceptable
	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
	The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
	That they have a choice to delay sex or to enjoy intimacy without sex
	The facts about the full range of contraceptive choices, efficacy and options available
	The facts around pregnancy including miscarriage
	That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
	How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
	How the use of alcohol and drugs can lead to risky sexual behaviour
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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	