

Relationships Education & Relationships and Sex Education

Member of Staff Responsible	Deputy Head - Pastoral
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I Introduction

In this policy, relationships education means understanding the fundamental building blocks and characteristics of positive and safe relationships, including with family, friends, other children and adults, and online. It aids the development of positive self-esteem, which helps the children cope with the challenges of personal growth. It enables children to make responsible decisions. It is about exploring feelings and emotions and developing confidence. Relationships Education and Sex Education involve the teaching of distinct, yet often interrelated themes and topics. At Rokeby, Relationship Education and Sex Education are taught in a variety of ways. At times, these two topics are combined and taught through lessons known as Relationships and Sex Education (RSE).

Sex Education (SE)

Sex Education is taught by the Science Department it aims to ensure that pupils understand the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Relationships Education (RE)

Relationships Education at Rokeby aims to promote healthy, fulfilling and enjoyable relationships and to allow pupils space to explore their own thoughts, feelings and experiences to develop empathy towards, and an understanding of, others. We also aim to encourage pupils to take responsibility for their health and wellbeing. Elements of Relationships Education are taught in every year group as part of a varied PSHE curriculum.

Relationships and sex education ('RSE')

RSE defined as 'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable, healthy and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. The aim of RSE at Rokeby is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It aims to enable them to know what a healthy relationship looks like. It also covers sexual consent and encourages pupils to consider what is acceptable and unacceptable behaviour in relationships. Pupils are taught the facts and the law about sex, sexuality, and gender identity in an age-

appropriate and inclusive way. Body image, sharing nudes and semi-nudes and pornography are also covered in an age-appropriate manner.

RSE provides an excellent forum to provide pupils with life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. RSE is therefore a tool to safeguard children.

RSE is part of the Personal, Social and Health and Economic Education ('PSHE') curriculum in Years 6, 7 and 8. In Years 5, 7 and 8 age-appropriate biological aspects of sex education are taught as part of the Science syllabus.

2 Aims and objectives

The teaching of RSE is a partnership between home and School. The School aims to provide a safe and respectful environment to learn about RSE which supports the vital role of parents in providing this education.

We recognise that our pupils, come from a diverse variety of families. In line with the Equality Act 2010, all teaching at Rokeby, including the specific RSE education, will aim to support all pupils equally and to encourage the celebration of diversity.

We teach children about:

- the physical development of their bodies and emotional changes as they grow into adults;
- the way humans reproduce;
- respect for their own bodies;
- the importance of family life and stable and loving relationships, including the law regarding marriage and civil partnership;
- moral questions and the importance of developing positive values and a moral framework that will guide their judgements, decisions and behaviour;
- relationship issues and the differences between healthy relationships and unhealthy relationships;
- safety in forming and maintaining relationships;
- how relationships may affect physical and mental health and wellbeing;
- respect for the views of other people;
- the different types of relationships and gender identities that exist;
- the importance of and law regarding equality between individuals and groups.

3 Context

We teach RSE in the context of the school's aims and values framework (see Spiritual, Moral, Social and Cultural Policy). Whilst sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach RSE in the belief that:

- RSE should be taught in the context of family life;
- RSE is part of a wider social, personal, spiritual and moral education process;

- children should be taught to have respect for their own bodies and be aware that they should speak out if being engaged in any sexual activity (see Safeguarding Policy);
- children should learn about their responsibilities to others and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect.

4 Organisation

In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach them about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty.

The biological elements of RSE are taught through statutory Science lessons. These are important lessons that offer pupils knowledge and understanding of the human body and its processes.

We make every effort to dovetail the Science and PSHE curriculums to enable links between the subjects to be forged. This also enhances the boys' understanding of the topics. What we teach with regards to relationships education and RSE in PSHE and Science is outlined below by age group.

Key Stage 1 (Years 1 and 2)

In Key Stage 1 we teach children about keeping healthy. Pupils learn about how the body grows and changes, and what the main parts of the body are. Children learn to appreciate the differences between people, how to show respect for each other and how to build positive relationships with friends, family and other children and adults.

Key Stage 2 (Years 3 to 6)

In Year 5 Science lessons, we teach about life processes. Sexual reproduction is explained as a male and female being needed to produce offspring, and this is done in the context of animals and plants. Some of the science of pregnancy is covered but human sexual reproduction is not. In Year 6 PSHE lessons children learn about puberty and sexual intercourse with regards to reproduction and staying safe. Pupils are also taught what a loving relationship is and that there are many types of relationships.

Key Stage 3 (Years 7 to 8)

In Year 7 Science lessons, teachers inform children about puberty, how a baby is conceived and born, sexually transmitted diseases and contraception are covered. In PSHE the boys learn about biological changes that happen to males and females during puberty, Menstruation, ejaculation and wet dreams, coping with growing up, becoming more independent and taking on new responsibilities, different types of relationships including healthy and unhealthy relationships, being safe, consent, misogyny, homophobia, online safety including the law regarding sharing nudes and semi-nude images, pornography and the difference between sex, gender identity and sexual orientation.

5 Teaching methods

All our teaching on relationships education and RSE, including the materials we use, is designed to be age appropriate, comply with statutory guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019) and reflect British Law. It is important to emphasise that RSE is part of a much broader PSHE programme of study, in which many aspects of human relationships are explored.

Teaching staff are professional and sensitive in their approach and may refuse to answer questions or discuss topics in front of the class that are not age-appropriate, could offend anyone or upset religious sensitivities and beliefs. In these circumstances, pupils could be encouraged to ask their questions to adults at home. Particular care will be taken not to stigmatise pupils based on their home circumstances and needs, to reflect that some children may have a different structure of support around them.

Pupils will be invited to express their personal opinions and feelings, whilst being encouraged to treat each other with kindness and respect and value the opinions and feelings of others. We promote respect for all and value every individual child.

Teachers who are uneasy about teaching these lessons should inform the Head of PSHE and/or Science who will work with the teacher to deliver the curriculum and will encourage further CPD if appropriate.

6 Pupils with SEN (Special Educational Needs)

We need to ensure that the needs of pupils with SEN are met. This may mean additional support is provided and/or an adapting of resources to enable access. Parents may need to be consulted individually with regard to pupils with SEN.

7 Confidentiality

Teachers will conduct RSE lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with the School's Safeguarding Policy.

8 Withdrawal

There continues to be no right of withdrawal from any part of the national curriculum for Relationships Education or Health Education.

A letter is sent home to parents prior to any module in PSHE or Science in which RSE is covered so that parents are aware. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE at Rokeby, but not from the biological aspects of human growth and reproduction which are statutory elements of the national curriculum for Science.

If a parent wishes their child to be withdrawn from RSE lessons, they should put their concerns in writing to the head of phase, detailing which aspects of the programme they do not wish their child to participate in. Before granting the withdrawal, the head of phase will discuss the concerns raised by the parents, the benefits of this important education and any detrimental effects that withdrawal might have on the pupil. The School will always respect the wishes of the parent.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

9 Reviewing the Effectiveness of the Policy

Pupil voice

Anonymous post-it notes allow pupils to ask questions that they might otherwise feel unable to ask.

At the beginning of the Y6 scheme of work, pupils are asked the following questions to help assess their baseline understanding and also provide them with an opportunity to say what they think is most important to them:

- RSE is the school subject that teaches young people about...
- RSE is the school subject that teaches young people how to...
- RSE is the school subject that teaches young people to be...
- Why is RSE so important?
- What areas of RSE do you want to learn about?

The answers to these questions are then revisited and reflected upon at the end of the module.

The Year 7&8 schemes of work conclude with a lesson which asks pupils reflect on what they have learnt. This provides them with an opportunity to say what they have felt has been most useful and to suggest any topics that they might want to discuss further. They are also invited to suggest what improvements could be made for the future delivery of the topic.

Parent voice

Prior to RSE lessons being taught, parents are invited to attend a webinar in which the syllabus is outlined. Following the webinar, they are invited to put forward any ideas, thoughts or suggestions which could be of benefit to the ongoing development and improvement of the syllabus and RSE policy via an online form. They are also invited to make an in-person appointment to discuss any area of the RSE provision at Rokeby.

The Head of Science and Head of PSHE, in conjunction with the Deputy Head Pastoral and the Headmaster, review the policy annually.