



SIR
BOBBY
ROBSON
SCHOOL

**Relationships and Sex Education
Policy
(From November 2021)**

Draft

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Introduction

RSE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. RSE education encourages them to be enterprising and supports them in making effective transitions, positive learning and develop positive relationships and manage their finances effectively. It also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Background

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.

RSE Curriculum

This comprises 3 interrelated strands:

1. Relationship
2. Sex
3. Health

The RSE policy and curriculum at Sir Bobby Robson School has been developed in consultation with parents, pupils, and staff, considering the age, needs, and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, to ensure that they are fully informed and don't seek answers online. Children are given the opportunity to ask question privately, and/or post anonymous questions in dedicated areas around the school. Public disclosure is discouraged whilst distancing techniques are used, in and outside of lessons, to ensure pupil privacy and respect is maintained.

Whilst RSE (as part of PSHE) may be taught as a discrete subject, opportunities may also be taken for cross-curricular teaching. For example, relationship issues that arise during an English Literature lesson would be addressed, or the cost of raising a family in a math lesson. Also, visitors and assemblies provide an opportunity for RSE to be explored using different media. One of the prime purposes of RSE is to improve children's emotional resilience which is a key factor in enabling learning to flourish. Therefore, a combination of the above-mentioned strands and cross curricula teaching enables a balanced programme of education to be provided.

Delivery of RSE

At Sir Bobby Robson, for primary pupils

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our curriculum, see Primary Curriculum Map, Appendix 1

At Sir Bobby Robson, for secondary pupils

Secondary sex education will focus on:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing, relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 2.

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, LGBT 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).

Ethos

RSE is fundamental to the development of individual potential and well-being in all children. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality, and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

The school is committed to working in partnership with parents and carers to ensure that cultural, ethnic, and religious diversity is both respected and celebrated. RSE should contribute to promoting the development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. As part of RSE, pupils will be taught about the nature and importance of strong and mutually supportive relationships including marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and help to develop skills that enable pupils to understand differences and respect themselves and others.

Every pupil has an entitlement to RSE and central to this is the right to be valued and safe. These beliefs are encompassed in the whole school ethos and reference should be made to other relevant school policies, such as Equal Opportunities, Safeguarding, Special Education Needs, Keeping Children safe in Education and Behaviour for further information.

We hope to prevent and remove prejudice.

Aims and Objectives

Each scheme of work is carefully planned to offer progression but also to promote the following key aims and objectives.

We aim to:

- Provide a framework in which sensitive discussions can take place.
- Encourage students' awareness of their own and other people's opinions, choices, attitudes, and values.
- Develop the ability to understand and respect the beliefs and choices of other people.
- Help students make sensible choices and informed decisions.
- Enable students to evaluate and communicate their ideas and opinions.
- Give pupils an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy to value themselves and others.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Understand the range of relationships, including the importance of family and for the care and support of children.
- Understand the consequences of their actions and behave responsibly within relationships (including consent).
- Be able to recognise unsafe situations and be able to protect themselves and ask for help and supports.

- understand the role the media plays in forming attitudes.
- understand how safe routines can reduce the spread of viruses.

RSE teaching should also look toward building pupil's skills and concepts, aiming to developing:

- Values/attitudes such as respect, curiosity, consideration, sense of self- worth, well-being, and responsibility.
- Skills such as communication, informed decision making, self-esteem, assertiveness, risk assessment, etc.
- Knowledge about relationships, healthy living, and personal safety.

Visits/Visitors

Visits form a planned part of the RSE programme and include visitors to school from a wide range of service providers such as theatrical groups eg *Alter Ego Creative Solutions*, charities, Police, and NHS resources such as *Change 4 Life*, *Rise Above* and *Young Minds*.

Approaches to Learning

RSE provides an opportunity for all pupils to listen to other people's points of view, cope with unfamiliar situations, learn from mistakes, consider, make, and act on moral judgements, and act as members of the community.

Effective teaching methods will include:

- Written task
- Activities/games
- Group discussions
- Use of case studies
- Scenarios
- Role play & drama
- News items/articles
- Improvisations
- Real life stories
- Story books/moral stories
- Video clips/Films
- Educational visits to school and offsite

Assessment

Parents will have the opportunity to receive feedback about their child's progress during termly pupil review days or via school reports

Assessment of RSE at Sir Bobby Robson School does not imply that children are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties. A record of children's progress is kept providing evidence for reports to parents that include their child's awareness of RSE topics, exercise of responsibility and contribution to the life of the school.

In RSE there are two broad areas for assessment:

- Children's knowledge and understanding, for example, recognising and understanding the difference between healthy and unhealthy relationships, understanding of a healthy diet, and the meaning of concepts such as consent.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, conflict resolution, making decisions and promoting positive relationships.

Clearly defined learning outcomes based on the school PSHE(RSE) scheme of work assist the assessment process.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/RSE Co-ordinator concerned.

Parents right to withdraw

Primary:

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/non-science 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 headteacher.

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

Secondary:

Parents have the right to withdraw their children from the non-statutory/non-science 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 headteacher.

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

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

Training, Teaching and Learning Styles

Training on RSE delivery is given as part of staff induction and it is included in our continuing professional development calendar. All staff, including all members of the support staff, will receive training updates and support as needed from the co-ordinator as appropriate.

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.

Monitoring arrangements

The delivery of RSE is monitored by SLT through:

- Lesson observations
- Work scrutiny
- Staff training

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

Review

This policy will be reviewed by SLT every year. At every review, the policy will be approved by the Headteacher

Date Ratified by Governing Body		Signed:
Reviewed		Signed:

APPENDICES

Appendix 1 - Primary Curriculum Map

By the end of primary school: Pupils should know:		KS1	KS2
Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 	R2	R6
	<ul style="list-style-type: none"> 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. 	R1, R4	R8
	<ul style="list-style-type: none"> 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. 	H22, R3	R2, R7
	<ul style="list-style-type: none"> 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. 	R3	R1, R6, R7
	<ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	R4	R3, R5
	<ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	R5	R4, R9
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. 	R6	R10
	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	R6	R11
	<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	R7	R13, R14
	<ul style="list-style-type: none"> 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. 	R8	R16
	<ul style="list-style-type: none"> 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. 	R9	R18

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. 	H22, R23, L4, L6	R32, R33, L6
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	R6, R8	R33, R34
	<ul style="list-style-type: none"> the conventions of courtesy and manners. 	R22	R33
	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. 	H21, H23, R22	R31
	<ul style="list-style-type: none"> 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. 	R22, H22	R31
	<ul style="list-style-type: none"> 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. 	R10, R11, R12	R19, R20, R28
	<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	L4	R21, L7, L8, L9
Online relationships	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	R15, R17	R22, R26
	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 	R14	R23
	<ul style="list-style-type: none"> 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. 	R12	R24, R30, R31
	<ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	R20	R24, R29
	<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	R15	R24
	<ul style="list-style-type: none"> how information and data is shared and used online. 	H34	L13, L14

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) 	R17	R22
	<ul style="list-style-type: none"> 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. 	R13, R18	R27
	<ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	R13	H45, R25
	<ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	R14, R15, R19	R24
	<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. 	R20	R29
	<ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	R20	R29
	<ul style="list-style-type: none"> how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	R20	R29, H45
	<ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources. 	R20	R29

HEALTH EDUCATION (PRIMARY)

By the end of primary school: Pupils should know:		KS1	KS2
Mental wellbeing	<ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. 	H1	H15
	<ul style="list-style-type: none"> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 	H11, H12, H13, H14	H17
	<ul style="list-style-type: none"> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 	H15, H16	H19
	<ul style="list-style-type: none"> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	H18, H19	H20, H21
	<ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	H17	H16
	<ul style="list-style-type: none"> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 	H18, H20, H24	H16,
	<ul style="list-style-type: none"> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	H24, H27, R7	H24, R13
	<ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	R10, R11	R19
	<ul style="list-style-type: none"> where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	H19, R12	H21, R20
<ul style="list-style-type: none"> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	H24	H22	

Internet safety and harms	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 	L7, L8	L11
	<ul style="list-style-type: none"> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 	H9	H13
	<ul style="list-style-type: none"> how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 	R10, R12	R30, L11, L15
	<ul style="list-style-type: none"> why social media, some computer games and online gaming, for example, are age restricted. 	H28	H37, L23
	<ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	H34	H37, R20, L11,
	<ul style="list-style-type: none"> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	L9	L12, L13, L14, L16
	<ul style="list-style-type: none"> where and how to report concerns and get support with issues online. 	H34	H42
Physical health and fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 	H1	H7
	<ul style="list-style-type: none"> the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 	H3	H7
	<ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). 	H3	H4, H7
	<ul style="list-style-type: none"> how and when to seek support including which adults to speak to in school if they are worried about their health. 	H10	H14
Healthy eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). 	H2, H3	H1, H6
	<ul style="list-style-type: none"> the principles of planning and preparing a range of healthy meals. 	H2	H6
	<ul style="list-style-type: none"> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	H2	H2, H3, H6

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	H37	H46, H47, H48
Health and prevention	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 		H5
	<ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	H8	H12
	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	H4	H8
	<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	H7	H11
	<ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	H5	H9, H40
	<ul style="list-style-type: none"> the facts and science relating to allergies, immunisation and vaccination. 	H6	H10
Basic first aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. 	H35, H36	H44
	<ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	H35, H37	H43
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	H25, H26	H30, H31, H32, H34
	<ul style="list-style-type: none"> about menstrual wellbeing including the key facts about the menstrual cycle. 		H30, H31



CURRICULUM MAP – PSHE (including RSE) KS3(year 7/8/9)/KS4 (year 10/11)/Whole School

YEAR:	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
FOCUS	Relationships	Health and Wellbeing	Living in the Wider world	Relationships	Health and Wellbeing	Living in the Wider world
TOPIC	<ul style="list-style-type: none"> • Building healthy relationships • Discrimination • Respectful relationships & Conflict resolution • Healthy Relationships (including media influence) • Communication in relationships • Anti-Bullying • Diversity/Black History • Forgiveness • National Care for Kids Day 	<ul style="list-style-type: none"> • Keeping safe/Working with others • Drugs and Alcohol (Pressure/drug misuse) • Peer Influence/Consent (just say no) • Setting Goals • Independence: Drugs and Alcohol – making the right decisions – substance use • Consent • Movember (Men’s health) • Men’s Mental Health • Confidence • Empathy 	<ul style="list-style-type: none"> • Developing aspirations working with others • Community and Careers • Goal setting • Financial Decisions/Money matters • Next Steps Thinking about further education/ employment and career progression (Building confidence in the workplace) • World Cancer awareness • Safer Internet use 	<ul style="list-style-type: none"> • Diversity, prejudice, and bullying • Identity and relationships (including consent) • Intimate relationships & Consent • Extremism & radicalisation • Families – parental responsibilities, marriage • International Women’s Day • Sleep awareness • Volunteer awareness 	<ul style="list-style-type: none"> • Puberty • Emotional wellbeing • Healthy lifestyle Healthy choice: (including Sexually Transmitted Disease (STIs)) • Exploring influence (drugs/gangs/ role models/media) • Independence Responsible Health Choices including Sexually transmitted disease (STIs) • World Health • Oral Health awareness • Dementia awareness 	<ul style="list-style-type: none"> • Financial decision making • Digital literacy -online safety/media/ gambling hooks • Employability skills – (employability and online presence) • Further Education - College options Work Experience • Work placement/ Further education college visits/CVs • International Day against Homophobia, Transphobia and Biphobia • LGBT • My Money – awareness

Appendix 3 - Parent Form: Withdrawal from Sex Education

TO COMPLETED BY PARENTS/CARERS			
Name of Child		Year Group	
		Date of Birth	
Name of Parent/Carer		Date	
Reason for withdrawing from sex education within relationship and Sex education (RSE)			
Any other information you would like the school to consider			
Parent/Carer signature			
TO BE COMPLETED BY SCHOOL			
Agreed actions following Head Teacher's discussions with parent/carer			