



Paternoster School

Relationships and sex education policy

October 2023

Approved by:

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Val Kennedy (PSHE Lead)

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Next review due by:

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Introduction:

Relationships and Sex Education (RSE) is learning about the emotional, social, and physical aspects of growing up, relationships and health.

Research has shown that a comprehensive RSE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as to delay the age at which they become sexually active. Young people who feel good about themselves are more knowledgeable and confident about relationships and more likely to lead healthy, safe and fulfilling lives.

In line with the DfE 2019 Guidance, the focus of RSE at Paternoster School will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, including friendships, family relationships, relationships with other children and with adults in all contexts, including online. This will be delivered in parallel with developing an understanding of how to be healthy physically, mentally and, where appropriate, sexually.

Keeping Children Safe in Education (KCSIE 2021) states that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. These elements form an integral part of our RSE Curriculum.

In preparing the curriculum, we have also taken into consideration the Preparing for Adulthood outcomes set out in the SEND Code of Practice, January 2015.

Our RSE curriculum is underpinned by the ethos and values of our school, and we uphold it as an entitlement for our pupils. We recognise the need to work as a whole school community to ensure we deliver an effective programme that meets the needs of all our pupils.

Aims of the RSE Policy:

The aim of our school's RSE policy is to:

- Explain the definition, aims and objectives of RSE
- Help ensure that the whole school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum.
- Ensure our RSE is up to date and regularly evaluated because we value personal development in our children and young people.
- Provide guidance and information on all aspects of RSE and aim to provide a secure framework within which staff can work, including curriculum content and the approaches we use.

Statutory requirements:

As a special school academy (2-17 years) we must provide relationships and health education to all our primary pupils, as appropriate to their SEND, per section 34 of the [Children and Social work act 2017](#).

We must also provide relationships, health and sex education to all our secondary pupils as appropriate to their SEND, as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). Please refer to the academy's funding agreement and articles of association for further information.

Policy development:

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

1. Review: SLT compiled all relevant information including relevant national and local guidance
2. Staff consultation: all school staff were given the opportunity to look at the policy and suggest recommendations
3. Parent/stakeholder consultation: parents/carers were asked to complete a questionnaire about the policy
4. Pupil consultation: we investigated what pupils want from their RSE
5. Ratification: once amendments were made, the policy was shared with the LAB and ratified
6. The policy will be available to parents through direct request and available on the website.
7. The policy will be reviewed by the PSHE Lead and Head teacher every 2 years.

Equal Opportunities:

The law now states that all pupils should have access to Relationships Education and Health Education that is relevant to their needs. To achieve this, Paternoster School's approach to RSE will take account of:

Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds: We recognise that our pupils may come from a variety of family situations and home backgrounds. We will always try to prevent stigmatisation of children based on their home circumstances.

Sexuality: Some of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ). Pupils may also have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. Eventually all our pupils will meet and work with LGBTQ people. Our approach to RSE will include sensitive and honest consideration of sexuality and we will actively tackle homophobic or sexist bullying.

Special educational needs: Pupils at Paternoster have a wide range of learning, communication, social, emotional and mental health needs or physical disabilities and these are reflected in the design and delivery of our RSE curriculum.

Roles and Responsibilities:

The Local Advisory Board (LAB): The LAB will approve the RSE policy and hold the Head Teacher to account for its implementation.

The Head teacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSE.

Teaching staff are all involved in the school's RSE provision; as well as delivering the curriculum, they play an important role through offering support to pupils. Teachers will be consulted about the school's approach to RSE and supported in their work by provision of resources, background information, and access to appropriate training, support and advice from experienced members of staff.

Non-teaching staff may be involved in a supportive role in RSE lessons and play an important pastoral support role with pupils. They will have access to information about the RSE programme and be supported in their pastoral role.

Parents/carers have an especially important role to play in supporting RSE. They have a legal right to information about the school's RSE provision. Before any class starts its RSE programme, parents/carers will be informed by letter, explaining their right to withdraw, and giving an overview of the topics to be covered. They will be invited to an information session to discuss the RSE programme and share teaching resources.

Outside agencies and speakers may be involved in contributing to RSE lessons. The school will only work with agencies and speakers who are appropriate to the pupils' needs.

Pupils: All pupils have an entitlement to RSE and pastoral support appropriate to their age and circumstances. They will be consulted about their RSE needs and their views will be considered in developing the provision.

Safeguarding and confidentiality:

RSE plays a very important part in fulfilling the statutory safeguarding duties all schools must meet. It helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

In line with KSCIE 2022, pupils will be explicitly taught to recognise and challenge all types of child-on-child abuse, including online.

Good RSE practice allows pupils an open forum to discuss potentially sensitive issues. These discussions can lead to increased safeguarding reports. Pupils should be made aware of how to raise their concerns and how this will be handled. School staff cannot promise absolute confidentiality if approached by a pupil for help and must make this clear to pupils. Should

disclosures be made to a member of staff by a child, regarding their possible involvement in potentially harmful activity or a concern about a friend or peer, the school's Confidentiality and Safeguarding procedures should be followed.

As part of their ongoing professional development, all staff will be able to recognise signs that pupils may be at risk from Female Genital Mutilation (FGM).

Curriculum Intent:

Our curriculum aims to prepare our pupils to meet the challenges of building a happy and effective adult life. To do this successfully, they need to develop a positive sense of self alongside knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. We also want our pupils to become more resilient in the face of challenging or unfamiliar situations and to know how to access help and support when they need it.

We aim to provide high quality, sensitive teaching that is differentiated to meet individual needs and circumstances.

Sex education is not compulsory in primary schools, and we will decide with parents if we feel it is appropriate for any of our younger pupils to be taught it.

Curriculum Implementation:

Our RSE pathway is based on the PSHE Association's SEN Framework and includes the key elements of Relationship, Sex and Health Education as follows (see Appendices 1 & 2 to this policy):

Relationships (Primary)

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

Relationships (Secondary)

- ▶ Families
- ▶ Respectful relationships (including friendships)
- ▶ Online and Media
- ▶ Being Safe
- ▶ Intimate and Sexual relationships, including sexual health Physical Health and Mental

Wellbeing (Primary and Secondary)

- ▶ Mental Wellbeing
- ▶ Internet Safety and harms
- ▶ Physical Health and Fitness ▶ Healthy eating
- ▶ Drugs, alcohol and tobacco

- ▶ Health and prevention
- ▶ Basic first aid
- ▶ Changing adolescent body

At Paternoster school, RSE is taught through:

- Regular timetabled sessions as part of the Personal, Social and Health Education (PSHE) curriculum.
- Explicitly embedding RSE values and skills across the curriculum.
- Special events, e.g. Anti-bullying week and Mental Health days.
- Circle times and reflection.
- Where appropriate, small focus groups and nurture groups.
- Visits from qualified/experienced external agencies/individuals.

A wide range of resources will be used to meet the cognitive and developmental needs of individual pupils and promote active learning. Resources are regularly reviewed and updated in line with local and national guidance and include those recommended by Gloucestershire Healthy Living and Learning and the PSHE Association.

Ground rules Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules are always agreed upon to provide a common values framework within which to teach. Ground rules will ensure that:

- Pupils are given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher nor pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- The school's confidentiality/safeguarding policies are adhered to.

Dealing with questions

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should respond to questions where they can, to avoid the possibility of pupils looking for answers online.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.

- If a question is too explicit, is inappropriate for the whole class or raises safeguarding concerns, teachers should acknowledge the question and deal with it later, on an individual basis.
- If a teacher is concerned that a pupil is at risk of sexual abuse, safeguarding/child protection should be followed.

Language: It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles. The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community, both in and out of lessons.

All staff will:

- Use inclusive language (such as partner instead of boyfriend/girlfriend)
- Use correct terminology as this is deemed good practice
- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive
- Avoid using slang words.

Individual/special cases: A pupil may be referred to receive a Relationships and Sex Education intervention via a referral to the Learning Disability Nursing Team. This may be on an individual basis or as part of a selected group. A referral can be made by a member of staff or parents/carers if there are concerns relating, but not limited to: inappropriate touching, appropriate relationships, body image, changes during puberty, peer pressure, LGBT, human reproduction, boundaries, choices, risk and consequences. These support systems and interventions are available to all pupils. Individuals are selected and a tailored plan is delivered to meet their needs. Parents/carers will be informed by letter when a pupil is offered access to this intervention. Parents/carers have the right to opt out by contacting the school directly.

Curriculum Impact:

Paternoster pupils will be better informed and have the skills they need to keep themselves safe and happy.

They will feel positive and more confident about their future.

Assessment data from RSE sessions will be used to identify pupils needs (e.g. specialist interventions) and to inform PSHE targets for EHCP's.

Effective RSE can also help to identify and support safeguarding concerns.

Parents' right to withdraw:

Primary age pupils:

Parents do not have the right to withdraw their children from relationships and health 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 to this policy and addressed to the headteacher.

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

Secondary age pupils:

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 the appendix to 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 involving the LAB.

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

Training:

Staff training on the delivery of RSE is included in our continuing professional development calendar.

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.

Assessment:

Teaching and learning of RSE will be assessed by:

- Ongoing teacher assessment against the School's PSHE pathway.
 - Pupil self-assessment where appropriate
- Observations of pupil interactions.

Monitoring arrangements:

The delivery of RSE is monitored by SLT and the PSHE Lead through:

- Learning walks
- Planning scrutiny
- Pupil workbook/evidence scrutiny
- Lesson planning and observations
- Teacher monitoring
- Pupil feedback

Related School Policies:

- Teaching and Learning Policy
- Safeguarding Policy
- Equal Opportunities Policy
- E-Safety Policy
- Anti-Bullying Policy

This policy will be reviewed by The PSHE Lead every two years. At every review, the policy will be approved by LAB/Headteacher.

Primary age pupils

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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 • about menstrual wellbeing including the key facts about the menstrual cycle.
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Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
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TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)

<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • 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
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Appendix 3: Parent form: withdrawal from sex education within RSE (secondary age pupils)

TO BE COMPLETED BY THE SCHOOL	
<p>Agreed actions from discussion with parents</p>	<p>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>

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			

