



POLICY COVER SHEET

RELATIONSHIPS AND SEX EDUCATION POLICY

Last Reviewed – September 2021

Next Review – September 2022

Review Information – Annually or following a change in legislation

Read and signed by

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POLICY REVIEW

REVIEW JOURNAL

Version	Approved By	Revision Date	Description of change	Author
V4	HM	September 2021	Review with consideration for KCSiE 2021 update	LTE/HM

DOCUMENTS & GUIDANCE REFERED TO IN REVIEW

Document/Guidance	Date
KCSiE 2021	September 2021
Relationships education, relationships and sex education and health education	April 2021
Working together to safeguard children, Dec 2020	April 2021
Sharing nudes and semi-nudes: advice for education settings working with children and young people, Dec 2020	April 2021
Sexual violence and sexual harassment between children in schools and colleges, Sept 2021	September 2021
Searching, screening and confiscation, advice for school, Jan 2018	April 2021
Relationships education, relationships and sex education (RSE) and health education: FAQs, July 2020	April 2021
Relationships, sex and health education: guide for school, June 2019	April 2021
Tom Bennett's Independent review of behaviour in schools, March 2017	April 2021
Teaching about relationships, sex and health, Sept 2020	April 2021
Review of sexual abuse in schools and colleges, June 2021	June 2021
Child Protection Policy and Procedures	September 2021
Confidentiality Issues for Pupils	September 2021
PSHE Association advice and guidance as recommended by the DfE	September 2021

APPENDIX INFORMATION

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RELATIONSHIPS & SEX EDUCATION POLICY

This policy should be read in conjunction with the Child Protection Policy; The Equal Opportunities Policy; the SEND Policy and the Life Skills Policy.

Introduction and Definition

This policy applies to all pupils in the school, including EYFS.

Relationships and Sex Education is a preparation for adult life and starts in the earliest years of Polwhele House School. The curriculum covers the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults.

Polwhele House School is committed to providing an education in personal relationships and sexuality, Relationships and Sex Education (RSE) which is consistent with the Christian ethos of the school and which promotes the spiritual, moral, cultural and physical development of all its pupils. Within a moral framework, it encourages exploration of values and moral issues; consideration of sexuality and personal relationships; and the development of communication and decision-making skills, which will prepare for the experiences and responsibilities of adult life.

Our key aim in providing RSE throughout the school is to safeguard our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life. This will have a positive impact on their ability to achieve and succeed to their full potential and be an active and good citizen in the future.

Pupils are taught to consider and understand, within the context of the community, society and their own values:

- Respect for themselves
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and the wider community.

This policy serves to communicate with staff, parents, visitors and pupils how RSE will be delivered at Polwhele House.



Context and Aims

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under Sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils in primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

Whilst all the elements below are delivered as a part of this curriculum, some elements will be delivered via assemblies, in the science curriculum, in sports lessons, special school themed events and as part of the wider Life Skills curriculum. RSE teaching happens within the Life Skills timetabled lessons.

RSE from Year 7

RSE is not about the promotion of sexual activity but seeks to educate pupils about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity whilst developing their emotional, social and cultural awareness. It involves a combination of sharing information and exploring issues and values.

After Relationships Education in the primary years, Relationships and Sex Education starts in Year 7 and will continue through the remainder of the pupils' education at Polwhele and elsewhere. We aim to help pupils develop an understanding of how they can develop healthy, nurturing relationships of all kinds – not just intimate relationships. They should learn what a healthy relationship looks like and how to recognise a good friend, a good colleague and a successful marriage or other committed relationship. It will also cover contraception, developing intimate relationships and resisting and not applying pressure to have sex. It will teach what is acceptable and unacceptable behaviour in a relationship. This will help pupils as they build relationships, to consider the positive effects of a good relationship on mental wellbeing as well as to identify when a relationship is not right and understand how they can manage in such a situation.

The aims of RSE at Polwhele House are to

- Enable pupils to begin to understand the nature of human relationships;
- Enable pupils to see the importance of marriage and stable loving relationships for bringing up children;
- Prepare pupils for the changes which will occur to their bodies, minds and emotions as a consequence of growth;
- To help pupils stay healthy and safe as they move from childhood to adulthood;
- Help to keep pupils safe from harm both on and off-line enjoy relationships and build confidence in accessing services if they need help and advice.



The Elements of RSE

Attitudes and Values

Pupils will learn:

- The importance of values and individual conscience and moral considerations;
- The value of family life, marriage and stable, loving relationships for the nurture of children;
- The value of respect, love and care.

They will also explore, consider and gain an understanding of moral dilemmas and will develop critical thinking as part of decision-making.

Personal and social skills

Pupils will learn:

- To manage emotions and relationships confidently and sensitively;
- To develop self-respect and empathy for others;
- To make choices based on an understanding of difference and with an absence of prejudice;
- To develop an appreciation of the consequences of choices made;
- To manage conflict;
- How to recognise and avoid exploitation and abuse.

Knowledge and Understanding

Pupils will learn that humans reproduce and will develop an understanding of physical development at appropriate stages. They will also develop an understanding of the importance of being healthy in body, mind and relationships.

Delivery of RSE

RSE is a cross-curricular study and will be embedded across the curriculum. Elements of *attitudes and values* will be delivered through assemblies and RS lessons; elements of *personal and social skills* will be embedded in the Life Skills curriculum; elements of *knowledge and understanding* will be delivered in the science, sports and humanities curricula. This will be further supported by the ethos and values in our wider curriculum.

In Year 9-11, some areas of the curriculum will be delivered by an outside agency. In other year groups, class teachers and teachers of Life Skills and science will deliver the appropriate content.



RSE in the Curriculum

Following the PSHE Association thematic models for Y1 to Y11, RSE will be taught under the headings of:

- Health & Wellbeing: Physical health and Mental wellbeing, Growing and changing, Keeping safe.
- Relationships: Families and friendships, Safe relationships

Yeargroup	Content	
	Relationships	Health & Wellbeing
Pre-prep	Families, respectful relationships, staying safe, positive friendships, similarities and differences	Growing and changing; body parts, being healthy, feelings, keeping safe
Year 3	Families cont, resisting pressure, respectful relationships and self-respect	Healthy choices, feelings cont, staying safe, resilience
Year 4	Positive friendships, including online, responding to hurtful behaviour, respecting similarities and differences	Balanced lifestyles, being healthy cont, personal identity, mental wellbeing, medicines and safety
Year 5	Friendships and peer influences, feelings safe, prejudice and discrimination, respectful relationships	Staying safe and healthy, how my body changes as I grow
Year 6	Wider relationships, starting to explore the concept of consent, expressing opinions, respecting other views, discussing issues	Mental health, managing loss, change, time and bereavement, how my body change as I grow cont, drug use, keeping safe
Year 7	Diversity, prejudice and discrimination, self worth, healthy relationships, relationship boundaries	Personal safety, first aid, healthy routines and hygiene, puberty, influences on health, how babies are made
Year 8	Discrimination cont, identity, consent	Mental health and emotional wellbeing, body image, coping strategies, alcohol and drug misuse and pressures
Year 9	Respectful relationships, conflict resolution, changing relationships, consent, contraception, STI's (inc external agency input)	Peer influences, substance abuse, assertiveness, healthy and unhealthy relationships, healthy diets and lifestyle choices, first aid cont
Year 10	Sexual health, delay and consent, expectations, communities and belonging	Mental health, safeguarding health, drugs, role models and the media
Year 11	Personal values, assertive communication, relationship challenges and abuse	Self efficacy, stress management and future opportunities, responsible health choices and safety in independent contexts



By the end of Year 6, pupils should know:

Families and people who care for me:

- That families are important for children growing up because they can give love, security and 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 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:

- 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. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
- 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 sort 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 Senior School 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 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.

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 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 and menopause.
- That there are a range of strategies for identifying and managing sexual pressure, resisting pressure and not pressuring others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy and options available.
- That facts about 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.
- 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.

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 of 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 and is a safeguarding concern.
- 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).



Assessment

In accordance with the RSHE statutory guidance, we ensure that regular feedback is provided on pupils' progress, and that teaching is assessed and assessments used to identify where pupils need extra support or intervention. Teachers of RSHE (Life Skills) plan, teach and assess the subject in accordance with the high expectations across the School in other subject areas. Akin to the processes and documents involved in assessment across the range of subjects taught at Polwhele House, regular assessment takes place for Life Skills/RSHE and provides information about individual pupil progress, knowledge and understanding of the content of the curriculum. Each pupil has a Life Skills book for recording their ideas, responses and work. See the Life Skills Policy and Curriculum.

Inclusion and Equal Opportunities

The school recognises that pupils with special educational needs and/or disabilities may need to receive differentiated material and teaching styles, as appropriate. We are aware of the cultural diversity of our pupils and of the wider community and educate pupils to understand and respect differences in customs and beliefs. The needs of EAL pupils are acknowledged and teachers will ensure that materials will be presented in a clear and understandable way. We comply with the relevant requirements of the Equal Opportunities Act 2010 and do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion, belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as protected characteristics).

The school ensures that it considers the makeup and needs of the pupil body and takes this into account in the design and teaching of inclusive relationships education and sex and relationships education. The school will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls, as although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected.

The school will be responsive to issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled. See Child Protection Policy and Procedures.

The school is committed to the approach that the starting point should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as "banter", "just having a laugh", "part of growing up" or "boys will be boys" as the school recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The School will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.

The School will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole school approach



Partnership with Parents and the Right to Withdraw from RSE

Parents have an active role in developing our policy and have been consulted on its development. They are sent an email that shares what will be covered in the curriculum at the start of each academic year. We are committed to work closely with parents by providing information and advice through our newsletter. The Managing Council oversees the policy and it is discussed annually at the Managing Council meeting. Polwhele House recognises that RSE is the right and responsibility of the parent. It aims to provide RSE to support parents in fulfilling their responsibility.

In communicating with parents, we aim to give enough notice for them to raise any concerns or seek further information on the content of lessons.

Parents have the right to withdraw their son or daughter from sex education, which is not part of the science curriculum throughout the school. They can do so in writing to the Head. On receipt of such a letter, she will invite the parents to a meeting, at which she will explain what the school's policy is and seek to accommodate the wishes and/or concerns of the parent. If this is not possible, the pupil will be withdrawn from RSE for the sex education lessons and placed in another class where suitable work and supervision will be provided.

Parents do not have the right to withdraw their child from the relationships part of the curriculum.

Safeguarding, Confidentiality and Advice

The School will follow Keeping Children Safe in Education (KCSIE) and will ensure children are taught about safeguarding, including about how to stay safe online. Open forums to discuss potentially sensitive issues will be made available to children. Children are made aware of how to raise concerns or make a report and how any report will be handled through the Pupil Information board, Life Skills lessons and the Confidentiality Issues for Pupils Policy (and child-friendly version). See the Life Skills Curriculum and Policy.

The School recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Teachers will follow the School's policy on confidentiality between themselves and children and manage an appropriate level of confidentiality. Pupils should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality.

Polwhele House recognises that the RSE programme can raise issues in which advice and confidentiality may be necessary. Teachers will follow the School's Safeguarding and Child Protection Policy if a child protection issue is raised.

We believe that our duty is to provide a general education on pastoral matters and issues and not to offer individual advice, information and counselling on aspects of sexual behaviour and contraception. However, sources of professional advice are identified when appropriate.



Teachers can provide pupils with advice on where and from whom they can receive confidential sexual information and advice, but they should not give it themselves. They should direct pupils to professionals outside school such as a GP or family planning clinic.

If a member of staff has a child protection concern s/he must refer this to the school's DSL. They can also contact the MARU directly. Contact details are in the school's Child Protection Policy and Procedures.

Science Curriculum.

The statutory requirement for the science curriculum is that by the end of Year 9 young people will know:

- That fertilisation is the fusion of a male and female cell;
- About the physical and emotional changes that take place during adolescence;
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus;
- How the growth and reproduction of bacteria and the replication of viruses can affect health.

By the end of Year 11, young people are expected to understand 'the way in which hormonal control occurs, including the effects of sex hormones; some medical uses of hormones, including the control and promotion of fertility; the defence mechanisms of the body; how sex is determined in humans.'

Monitoring, Evaluation and Review

The RSE programme will be monitored by the Head and Deputy Head.

Evaluation will use:

- Lesson observation;
- Form tutor lesson evaluations;
- Discussions with teachers delivering RSE;
- Student voice through the school council and the pupil communication box;
- Parental feedback;

This policy will be reviewed annually as well as in response to:

- Feedback from pupils;
- Feedback from staff
- Feedback from parents
- Changes in the statutory requirements or guidance issued.

As part of the process of monitoring the curriculum an audit of the training needs of all staff will be carried out and support and training offered as appropriate.



Created: April 2021

Reviewed: June 2021, July 2021 (following consultation with school stakeholders/community),
September 2021

Review date: Annually, according to the school's policy review cycle

