# Pears Family School London.

### (Keeping a child's mind in mind)

# RSE Policy

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| Date last approved by Head | Sept 2021 |
| Review Date | Sept 2022 |
| Coordinator | PSHE lead / Headteacher |
| Principal Signature | Matthew Hillman |

**At the heart of all policies at Pears Family School are the following principles:**

- Every young person in our school, whatever his or her personal circumstances can learn and achieve.

- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society.

- The key to learning at Pears Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work.

- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility.

- Every young person in our school is capable of becoming an agent for change in his or her local community.

- Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation

- We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively within their local community and wider society

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## Statement This policy refers to the planning and implementation of the Sex and Relationship Curriculum at The Pears Family School.

## The objective of Sex and Relationship Education (SRE)

To help and support young people through their physical, emotional and moral development.

At the Family School, we believe that SRE will promote self-esteem and emotional health and well-being. We further believe it will support children and their families to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. This is therefore embedded within the curriculum, parent learning and multi-family groups as well as being taught as part of timetabled PSHE lessons.

At The Family School we believe that all pupils should be offered the opportunity to receive a comprehensive and well planned programme of Relationships and sex education as part of the PSHE Curriculum and specifically in addition to any specific Science teaching that also takes place

## Aims

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

> Ensure that RSE is embedded within our PSHE curriculum and that links to other curriculum areas

> Provide a framework in which sensitive discussions can take place

> Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

> Help pupils develop feelings of self-respect, confidence and empathy

> Create a positive culture around issues of sexuality and relationships

> Teach pupils the correct vocabulary to describe themselves and their bodies

> Provide due consideration to religious and cultural factors, and encourage pupils to have due regard to moral considerations, and the value of family life

> Ensure that the knowledge and information regarding SRE, to which all pupils are entitled to, is provided in a comprehensive way.

> To ensure the curriculum supports young people through their physical, emotional and moral development, helping young people to respect themselves and others. This will support them to move with confidence from childhood through adolescence into adulthood

## 2. Statutory requirements

**Primary academies, including free schools**

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum.

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.

As an academy secondary school we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

## 3. Policy development and Continued development over time

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

1.    Review – members of staff have pulled together all relevant information including relevant national and local guidance

2.    Staff consultation – School staff were given the opportunity to look at the policy and make recommendations

3.    Parent/Careers consultation – parents/families have been sent the policy and invited to make comment. In addition, at PFS we see this as a living policy and therefore in keeping with ethos of the school the lead teacher (Andrew Thompson) will invite parents to attend meetings (approximately once termly) to update and work in conjunction with families in terms of RSE at PFS.

4.    Ratification – once amendments were made, the policy was ratified

## 4. Definition

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

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

RSE is not about the promotion of sexual activity.

# 5. Curriculum

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

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

The development of this curriculum is ongoing, and we are keen to take into account and have the flexibility to amend our plans if key topics/themes are coming up as an immediate concern (Feed back via parent learning for example)

# 6. Delivery of RSE

RSE will be taught within the personal, social, health and economic (PSHE) education curriculum as well as being picked up within the schools wider concept curriculum and family learning. There will also be times and occasions where pupils will also receive stand-alone sex education sessions delivered by a trained health professional. Due to the unique nature of our school we will also address specific and relevant aspects of RSE when deem appropriate on an individual basis, individual work, where appropriate or necessary will always be carried out in conjunction with the parents/families

**Where** and **when** appropriate parents and families will be invited to take part in certain RSE lessons in line with our school's model of working systemically and involving families in all we do.

For pupils in the primary phases:-

Relationships education will focus on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RSE curriculum, see Appendices 1 and 2.

For pupils in the secondary phases

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 Appendices 1 and 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).

# 7. Roles and responsibilities

## 7.1 The headteacher and PSHE lead

The headteacher in conjunction with the PSHE lead 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 (see section 8).

## 7.2 Staff

Staff are responsible for:

> Delivering RSE in a sensitive way

> Modelling positive attitudes to RSE

> Monitoring progress

> Responding to the needs of individual pupils

> Responding appropriately to pupils whose parents/carers who wish them to be withdrawn from the non statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

## 7.3 Pupils

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

# 8. Parents' right to withdraw

At PFS

Parents/carers do not have the right to withdraw their children from relationships education.

However Parents do have the right to withdraw their children from the non statutory 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.

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.

# 9. Training

All Teaching staff are trained on the delivery of RSE and training will also be included in our continuing professional development calendar.

The School 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.

# 10. Monitoring arrangements

The delivery of RSE is monitored by Andrew Thompson the schools PSHE lead through:

monitoring arrangements, such as planning scrutinies, learning walks, etc.

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

This policy will be reviewed by Andrew Thompson as the schools lead teacher for PSHE. At every review, the policy will be approved by the Headteacher.

Involvement of parents and families in the monitoring of RSE/PSHE

As part of our systemic approach the lead teacher for PSHE (Andrew Thompson) will invite parents to attend meetings (approximately once termly) to update and work in conjunction with families in terms of RSE at PFS.

**Appendix 1: Over view of PSHE Curriculum map – cross phase model**

**Relationships and sex education what is taught to which phase within the wider PSHE curriculum.**

| PHASES | YEAR GROUPS | OVER 2021-22<br>TOPIC/THEME COVERED – TIMINGS OF WHEN THESE ARE COVERED WILL CHANGE DUE TO THE NEEDS OF THAT COHORT AT THAT PARTICLUAR TIME. |
|---|---|---|
| Phase 1 | Years 1-3 | • **Friendships:** - Making and maintaining healthy friendships; Similarities and differences<br>• **Emotional wellbeing:-** Expressing and managing everyday feelings; Seeking support for self and others<br>• **Staying safe**:- Trusted people and feeling safe; Keeping secrets and when to break confidentiality; recognising and reporting feeling unsafe<br>• **Physical health:-** Healthy lifestyles; physical exercise and its impact on mental well; Balanced diets and making choices<br>• **Shared responsibilities:-** Rights and responsibilities; why we have rules; Responsibility for the local environment; Sustainability; safety at home and in different environments. |
| Phase 2 | Year 4-5 | • **Friendships**:- Managing conflict and repairing friendships; Feeling lonely; Friendship skills including communicating safely online; Listening and responding; respecting self and others<br>• **Families**:- Different types of relationships; Characteristics of healthy family relationships, feeling safe<br>• **Communities**:- What makes a community; diversity; freedom of expression; online communities; identifying and responding to prejudice<br>• **Growing and changing**:- puberty and the changes this brings (periods/wet dreams) + changes to how you feel.<br>• **Respect and bullying:-** Mutual respect, Sharing points of view, stereotypes and discrimination<br>• **Mental wellbeing:-** Taking care of mental health and emotional wellbeing; Managing challenges; seeking support<br>• **Staying safe:-** Privacy and personal boundaries; Acceptable and unacceptable contact; Permission seeking and giving, Personal safety including FGM<br>• **Substances:-** Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules of laws<br>• **Keeping active:-** Balancing internet use and physical activity; How physical activity affect well being |

| PHASES | YEAR GROUPS | OVER 2021-22 TOPIC/THEME COVERED – TIMINGS OF WHEN THESE ARE COVERED WILL CHANGE DUE TO THE NEEDS OF THAT COHORT AT THAT PARTICLUAR TIME. |
|---|---|---|
| Phase 3 | Years 6 | • **Personal Identity:-** What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities<br>• **Puberty and reproduction:-** Menstrual wellbeing; Managing the changes of puberty; Developing independence; how a baby is made<br>• **Health and hygiene:-** Making informed choices regarding healthy lifestyles<br>• **Managing change:-** Developing friendships skills; changing and ending friendships; managing change; loss and bereavement; sources of support<br>• **Media literacy:-** How data is shared and used online; mis information and targeted information; choosing age appropriate TV, video games and online content.<br>• **Friendships and staying safe:-** Opportunities to connect online; The nature of online-only friendships; reporting harmful content and contact; Staying safe online. |
| Phase 4 + 5 | Year 7-9 | • **Healthy lifestyles:-** Physical and mental healthy lifestyles; Lifestyles; Healthy sleep habits; Dental health; Managing stress; accessing health services<br>• **Substances:-** Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; influences and risk relating to substance use<br>• **Relationships:-** Healthy and positive relationships; intimate relationships; expectations and stereotypes in relationships; managing strong feelings; the concept of consent<br>• **Relationships:-** Stereotypes and expectations of gender roles; behaviour and intimacy; Consent in intimate situations, sexual health<br>• **Friendships and diversity:-** Respectful relationships and conflict resolution; including online; Equality and diversity and tacking prejudice; bullying including online<br>• **Careers:-** Life and career aspirations; personal strengths and skills for employment; stereotypes; Rotes into careers; online presence; Developing enterprise skills; employment rights<br>• **Friendships and managing influences:** Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group (Substance use etc)<br>• **First aid and keeping safe:-** First aid including CPR; personal safety<br>• **Mental health and wellbeing:** Attitudes to mental health and emotional wellbeing; digital resilience; body image; healthy and unhealth coping strategies; seeking support for themselves and others |

## Appendix 2: By the ==end== of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Families and people who care about me | • That families are important for children growing up because they can give love, security and stability<br><br>• 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<br><br>• 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<br><br>• 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<br><br>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong<br><br>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | • How important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br><br>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>• 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<br><br>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Respectful relationships | • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs<br>• Practical steps they can take in a range of different contexts to improve or support respectful relationships<br>• The conventions of courtesy and manners<br>• The importance of self-respect and how this links to their own happiness<br>• 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<br>• 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<br>• What a stereotype is, and how stereotypes can be unfair, negative or destructive<br>• 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<br>• 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<br>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met<br>• How information and data is shared and used online |
| Being safe | • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br>• 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<br>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br>• How to recognise and report feelings of being unsafe or feeling bad about any adult<br>• How to ask for advice or help for themselves or others, and to keep trying until they are heard<br>• How to report concerns or abuse, and the vocabulary and confidence needed to do so<br>• Where to get advice e.g. family, school and/or other sources |

**Appendix 2: By the <mark>end</mark> of secondary school pupils should know**

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Families | • That there are different types of committed, stable relationships<br><br>• How these relationships might contribute to human happiness and their importance for bringing up children<br><br>• 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<br><br>• Why marriage is an important relationship choice for many couples and why it must be freely entered into<br><br>• The characteristics and legal status of other types of long-term relationships<br><br>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting<br><br>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed |
| Respectful relationships, including friendships | • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship<br><br>• Practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>• 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)<br><br>• 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<br><br>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help<br><br>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control<br><br>• What constitutes sexual harassment and sexual violence and why these are always unacceptable<br><br>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Online and media | • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online<br><br>• 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<br><br>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them<br><br>• What to do and where to get support to report material or manage issues online<br><br>• The impact of viewing harmful content<br><br>• 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<br><br>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail<br><br>• 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<br><br>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Intimate and sexual relationships, including sexual health | • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship<br><br>• 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<br><br>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women<br><br>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others<br><br>• That they have a choice to delay sex or to enjoy intimacy without sex<br><br>• The facts about the full range of contraceptive choices, efficacy and options available<br><br>• The facts around pregnancy including miscarriage<br><br>• 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)<br><br>• 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<br><br>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment<br><br>• How the use of alcohol and drugs can lead to risky sexual behaviour<br><br>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |

## Appendix 3: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|---|---|---|---|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents | |