



# Relationships & Sex Education Policy

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# **Relationships & Sex Education Policy**

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## Introduction

The Silverdale School Relationships & Sex Education Policy is based on the Department for Education's guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', as published on June 25<sup>th</sup> 2019 and updated July 9<sup>th</sup> 2020, which made Relationships Education compulsory in all primary and secondary schools.

Silverdale School offers a graduated, age-appropriate, flexible programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teachers take account of these differences (including when they are due to specific special educational needs or disabilities) and consider what is appropriate and inappropriate in a whole-class setting and offer the potential for discussion on a one-to-one basis or in small groups to answer questions that are better dealt with on an individual basis.

Pupils have access to Link Workers and Thrive Practitioners who may also offer support and guidance.

Working with external agencies can sometimes enhance our delivery of Relationships & Sex Education, bringing in specialist knowledge and different ways of engaging pupils. For example, the School Nurse may be called upon to deliver certain sessions relating to puberty or sexual health. The school will only use visitors to enhance teaching by our school staff, not to replace it.

At Silverdale School, we believe that the development and practice of resilience, self-respect and self-worth are essential to teach pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Relationships Education creates opportunities to teach pupils about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Silverdale School is inclusive and respects that families of many forms provide a nurturing environment for children. "Family" for our pupils may include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We are mindful to reflect this sensitively in discussions to encourage tolerance and understanding of differences between people.

Schools are mandated to teach (in an age-appropriate way) the knowledge pupils need to recognise and to report abuse, including emotional, physical and sexual abuse. Silverdale School delivers this by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes that they also have responsibility for their own bodies, behaviours and choices.

Pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out by the Government guidelines for Relationships Education. At Silverdale, it is our policy to address these concerns in an open, age-appropriate way because given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Relationships Education and RSE are particularly important subjects for pupils with Social, Emotional and Mental Health needs or learning disabilities. Silverdale School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. These factors are taken into consideration when planning and delivering these subjects and content is tailored to reflect this with sensitive, age-appropriate, developmentally appropriate teaching delivered with reference to the law.

# RELATIONSHIPS EDUCATION (PRIMARY)

## DEFINITION OF RELATIONSHIPS EDUCATION

The focus for Silverdale Primary Relationships Education is to teach pupils the fundamental building blocks and characteristics of positive relationships. From Early Years, Key Stage 1 and throughout Key Stage 2, pupils are taught in an age-appropriate way how to: take turns; treat each other with kindness, consideration and respect; the importance of honesty and truthfulness; permission seeking and giving; the concept of personal privacy. Pupils are also taught to establish and respect personal space and boundaries, understanding the differences between appropriate, inappropriate or unsafe physical contact. Pupils are encouraged to talk about the features of healthy friendships and family relationships so that they have a reference to recognise less positive relationships.

At Silverdale we explicitly teach how the characteristics of positive relationships also apply online. Online safety; appropriate behaviour online; how information and data is shared and used (for example, sharing pictures); how websites may use information provided by users in ways they might not expect, will be covered cross-curricula within ICT lessons.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. Parents/Carers of Year 6 pupils will be consulted and given details of what will be taught regarding puberty and reproduction. We offer parents and carers support in talking to their children about sex education and how to link this with what is being taught in school. As always, parents/carers are encouraged to contact their Link Worker to discuss any concerns.

## SUBJECT CONTENT

By the end of primary school:

### Families and people who care for me

Pupils should know

- 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

Pupils should know

- 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

Pupils should know

- 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.

## Online relationships

Pupils should know

- 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

Pupils should know

- 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.

## **HOW IT IS TAUGHT**

Relationships and Health Education is incorporated into Personal, Social, Health, Citizenship Education, and some aspects are covered in ICT and Science lessons. It is taught throughout each day in class, on the yard as well as within planned lessons.

## **WHO IS RESPONSIBLE FOR TEACHING IT**

Class teachers are responsible for the delivery of the statutory content. However, support staff, link workers and thrive practitioners are available to pupils for advice and support with implementing Relationships and Health learning throughout the school day.

## **HOW THE SUBJECT IS MONITORED & EVALUATED**

Key aspects of Relationships Education, RSE and Health Education are in scope for Ofsted inspection; for example, through inspectors' consideration of pupils' personal development, behaviour and welfare; and pupils' spiritual, moral, social and cultural development. Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention. Whilst there is no formal examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. For example, tests, written assignments or self-evaluations, to capture progress.

**PARENTS/CARERS DO NOT HAVE THE RIGHT TO WITHDRAW THEIR CHILD**

The Department for Education has stated that Relationships Education and Health Education are compulsory for primary pupils. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE that is extra to the statutory science curriculum. The national curriculum for science includes subject content: the main external body parts; the human body as it grows from birth to old age (including puberty); reproduction in animals.

# **RELATIONSHIPS & SEX EDUCATION (SECONDARY)**

## **DEFINITION OF RELATIONSHIPS & SEX EDUCATION**

The aim of Relationships and Sex Education (RSE) in secondary is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE does not encourage early sexual experimentation, however it does teach young people to understand human sexuality and to respect themselves and others. It also enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

Knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life and is delivered in a non-judgemental, factual way, allowing young people to ask questions in a safe environment.

In secondary we build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships.

Pupils are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way with all pupils feeling that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity is explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it is recognised that young people may be discovering or understanding their sexual orientation or gender identity and that there should be an equal opportunity to explore the features of stable and healthy same sex relationships.

## **SUBJECT CONTENT**

In secondary, we continue to build and develop knowledge in topics delivered in primary as well as covering additional areas as shown:

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| <p><b>Families</b></p>  | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• 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.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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.</li> </ul> |
| <p><b>Respectful relationships, including friendships</b></p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |

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|                         | <ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul> |
| <b>Online and media</b> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>                         |
| <b>Being safe</b>       | <p>Pupils should know:</p>  |

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|   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>   |
| <b>Intimate and sexual relationships, including sexual health</b> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> |

## HOW IT IS TAUGHT

At Silverdale School, RSE is carefully planned and delivered primarily through our PSHCE curriculum. Some aspects of RSE feature across several topics, yet discrete RSE topics are also planned and delivered, giving full consideration to the timing of this as related to the age and emotional maturity of our pupils. Additional teaching may also take place within Science lessons, and other areas of the curriculum, but these will be part of our carefully planned approach to RSE and not simply an 'add-on'.

Through effective organisation and delivery of RSE, we ensure that:

- RSE is delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Ground rules will be developed and shared with pupils as part of best practice. Ground rules help to ensure discussions and personal questions/comments are managed appropriately and sensitively, along with those questions which are more challenging.
- Taught content provides opportunities to revisit previous content and allows clear progression. Topics and lessons are carefully sequenced, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum proactively addresses issues in a timely way in line with current evidence on pupils' development as well as their age.
- All resources will be selected carefully – inappropriate/illegal images and videos will not be used in any circumstances and all related school policies will be followed.
- Care will be taken to ensure that there is no stigmatisation of any pupil based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. children in care or young carers.
- There is an awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and appropriate actions will be taken to mitigate this.
- There is a balance between teaching pupils about making sensible decisions to stay safe (including online), whilst being clear it is never the fault of any child who is abused and why victim blaming is always wrong.
- It must be recognised that young people may be discovering or understanding their sexual orientation or gender identity and all pupils should feel that the content is relevant to them and explored at a timely point and in a clear, sensitive and respectful manner.
- Content related to LGBT+ is fully integrated into a range of topics, rather than delivered as a stand-alone unit or lesson.
- There is a focus on challenging perceived derogatory views about the legally protected characteristics of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex and sexual orientation, through exploration of, and developing mutual respect for, those different to themselves.

- Steps will be taken to foster healthy and respectful peer-to-peer communication and provide an environment which challenges perceived limits on pupils based on their gender or any other protected characteristic.
- There is awareness of issues such as sexism, misogyny, homophobia, gender stereotypes, sexual violence and harassment, with positive action taken to build a school culture within which these are not tolerated.
- Awareness of the issues of sexting and youth produced sexual imagery are not taught in isolation and instead are taught as part of a developmental PSHE programme.

## **WHO IS RESPONSIBLE FOR TEACHING IT**

At Silverdale School, the Head Teacher assumes overall responsibility for ensuring that the organisation and delivery of RSE lessons are carried out by staff who have an appropriate level of expertise and knowledge and that all pupils make progress in achieving the expected outcomes. The Head Teacher is also responsible for managing any requests to withdraw pupils from non-statutory sex education lessons.

The PSHCE Lead is responsible for ensuring that RSE is well planned and sequenced, as part of an overall long-term plan. They also ensure that RSE is taught consistently well by liaising with and supporting staff members/external professionals who deliver some/all of the RSE lessons at our school.

Teachers who are given responsibility for delivering RSE lessons must recognise the importance of RSE. They must seek support and advice wherever necessary to ensure that teaching continues to be well prepared, and of a high standard at all times

## **HOW THE SUBJECT IS MONITORED AND EVALUATED**

The school has the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. Whilst there is no formal examined assessment for RSE, teachers will assess all outcomes to capture progress. Strategies include assessment against the school's own assessment system, as well as additional lesson based assessments.

The Senior Leadership Team is responsible for monitoring the quality of teaching and learning in RSE. Factors to be considered include whether the curriculum is effectively managed and are staff teaching RSE suitably skilled and knowledgeable, does the RSE curriculum reflect national guidance, local priorities and pupils' needs, are all pupils being taught the curriculum as intended, is the quality of teaching consistent across all classes and does it exemplify best practice and are the RSE resources used suitable and accessible.

## **PROCEDURE FOR WITHDRAWING YOUR CHILD**

Parents and careers have the right to withdraw their child from some, or all, Relationships and Sex Education lessons, but not statutory Science lessons. If a carer/parent wishes to withdraw their child from specific elements of the Relationships & Sex Education curriculum, they should talk to their child's Link Worker.

## **POLICY REVIEW**

This policy will be reviewed annually by the Policy Committee of the Silverdale School Governing Body, in conjunction with teachers, support staff, parents and carers.