



# St Faith's Relationships and Sex Education and Health Education Policy



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## 1. Context

### 1.1 RSE and Health Education at St Faith's

At St Faith's, Relationships and Sex Education (RSE) is taught within the Personal, Social, Health and Citizenship Education (PSHCE) curriculum and Science curriculum. We believe RSE is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips them with information and skills they need to understand themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and offline. RSE enables pupils to explore their own attitudes and those of others respectfully.

RSE makes a major contribution to fulfilling the St Faith's mission statement.

*St Faith's seeks to be a happy, inclusive and supportive community which welcomes families from all religious and cultural backgrounds. Underpinned by Christian values, we nurture every child as infinitely valuable and uniquely gifted members of the St Faith's family. We aim to cultivate strength of character, distinguished inter-personal qualities, distinctive leadership ability and a keen sense of social responsibility. Our innovative curriculum and future-focused education builds on a strong academic heritage and promotes excellence in all areas.*

### 1.2 Context of Wider PSHCE

We deliver RSE as part of our wider provision of PSHCE which also includes statutory Health Education. Other areas of our work, such as teaching about fundamental British Values, are also relevant to our teaching in RSE.

The aims of RSE are further supported within the core curriculum e.g. in Science, Humanities and Computing lessons, in extracurricular and enrichment activities and through our pastoral support provision.

We understand that our school environment must complement our RSE curriculum provision in order for it to affect pupils' behaviour and attitudes positively. We endeavour to ensure that all adults in school act as positive role models for our pupils. Staff will take steps to ensure that our responses to homophobia, transphobia, sexism, sexual harassment and associated behaviour issues are addressed consistently, in line with our Pastoral, Discipline and Behaviour Policy, Anti-bullying Policy and Safeguarding Children Policy. We may carry out activities to improve or reflect on our school environment in relation to the experience of pupils, using pupil voice groups such as the School Council or Eco Committee.

### 1.3 Aims of RSE

Through the delivery of RSE we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All staff in school will work towards achieving these aims for RSE. We seek to enable our pupils to:

- develop the attitudes and interpersonal and communication skills needed to sustain healthy relationships
- develop and explore personal values and a moral framework to guide decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- promote equality and respect in their own peer groups, both on and offline, reducing prejudice and challenging stereotypes and harassment assertively
- develop skills for healthy relationships based on mutual respect, trust and positive communication
- be prepared for puberty, understand the emotional, physical and social effects of adolescent development and support others
- explore the positive implications of new technologies for relationships and understand safety and privacy
- develop critical, media literacy skills, enabling them to reflect on relationships and sex portrayed in the media, including in pornography
- recognise and avoid potential exploitative, coercive and controlling relationships
- discuss issues and develop the confidence to say 'no' in relationships
- explore values and attitudes towards gender identity, sexism and sexuality
- value, care for and respect their own bodies
- have the skills and knowledge to access advice and support from local and national services both online and offline.

## **2. Implementing Our Policy**

### 2.1 Inclusion

In relation to those with special educational needs or disability, we ensure our RSE programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safe. We understand that pupils with SEND have as much right to receive the whole RSE curriculum as other pupils. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviours and understand private/public boundaries both online and offline
- their need to develop self-esteem and positive body image
- the management of personal care
- clarity about sources of support for pupils and systems of reporting both inside and outside school
- the need to involve all staff, and parents in policy development

### 2.2 Equality

The Equality Act 2010, has special resonance in RSE. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy, which enable pupils to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Also relevant here is our duty to teach fundamental British Values, which include individual liberty, mutual respect and respect for those of different faiths and beliefs.

We will ensure that our provision of RSE is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that RSE meets the needs of all:

- we will reflect on a range of lifestyles and family structures in PSHCE lessons and beyond.
- we will teach about RSE themes in a way which is relevant to all, using examples of a variety of sexualities, gender identities, lifestyles and faith backgrounds.
- we will ensure that the law in relation to, for example, online behaviours and age of consent, are explained in age appropriate ways.
- we will not seek to gain consensus, but will respectfully listen, accept and celebrate difference.
- all adults in school will encourage respect and discourage abusive and exploitative relationships of any sort.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work on 'Healthy Relationships', 'Identity, Diversity and Communities', 'Rights and Responsibilities' and other areas of our Citizenship Curriculum.

### 2.3 Safeguarding

We understand the importance of high quality RSE as we fulfil our statutory safeguarding duties. RSE enables pupils to understand about mutual, consensual and reciprocated relationships. Whether pupils are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Healthy Relationships' and 'Anti-bullying' supports us in fulfilling our statutory duty (as described in Keeping Children Safe in Education) to prevent 'peer-on-peer' abuse as far as possible.

In the case of RSE, we recognise that effective teaching may alert pupils to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. Teaching RSE supports us in fulfilling our duty to educate pupils in Female Genital Mutilation (FGM). All staff are aware of the Safeguarding Policy and procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

### 2.4 Consultation and development of the RSE Policy

Parents, staff and governors were invited to comment on the RSE outline curriculum and this policy through a survey in May 2021. They were given the opportunity to voice their views on the draft policy and curriculum content. Following the consultation a letter was sent out to all parents and staff, responding to some of the frequently asked questions. Adjustments to the draft policy and curriculum content were made in the light of the feedback

## **3. Involving the Whole School Community**

### 3.1 Working with Staff

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand

and comply with their statutory duties connected with safeguarding, teaching statutory content, equality and inclusion.

Teachers responsible for delivering RSE have a duty to deliver statutory areas of the curriculum and will be supported to develop their skills in delivering content. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of RSE. We will also encourage the sharing of good practice. We may also use team teaching/shadowing to develop confidence.

St Faith's works closely with the Cambridgeshire PSHCE service.

### 3.2 Communicating with Parents

Parents are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many young people like to receive information about relationships from their parents in addition to their learning in school. Therefore we seek to work in partnership with parents when planning and delivering RSE. We will encourage this partnership by:

- sharing details of the RSE curriculum within the appendix to this policy
- inviting parents to discuss their views and concerns about RSE within the PSHCE questionnaire
- placing the final version of the policy on the school website
- signposting parents to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children both online and offline. Information may be shared through articles such as the Pastoral Spotlight in the Headmaster's Weekly Newsletter.

## **4. Curriculum Organisation**

### 4.1 Outline of programme

All elements of our Relationships & Sex Education and Health Education programmes will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHCE education programme. RSE is delivered predominantly by Tutors in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. This will be decided by the class teacher/tutor after discussion with the Head of PSHCE. Occasionally, the school nurses will contribute to the delivery of the RSE programme in school.

Our RSE Curriculum (see appendix) is wholly consistent with the DfE statutory requirements for RSE and Health Education (2020), National Curriculum (2014) and Cambridgeshire PSHCE Service. We consider RSE to be a continuous process of learning, which begins before pupils enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All staff have a part to play in supporting the delivery of RSE and ensuring that their interactions with pupils support the RSE curriculum.

RSE at St Faith's is learning about:

- Families
- Respectful relationships, including friendships
- Keeping Safe online and offline
- Managing puberty and body image

Our curriculum for PSHCE does not separate delivery of RSE from Health Education and wider PSHCE. We deliver content which, taking the lead from pupils' lived experiences and their needs, considers related themes including development of knowledge, skills and attitudes in an integrated way. The topics where RSE is a significant driver are:

- Healthy relationships, including anti-bullying
- Relationships and puberty
- Safety and risk
- Rights and responsibilities
- Identity, diversity and community

RSE will be taught through:

- PSHCE in designated lessons, taught by Tutors
- Other curriculum areas, especially Science, English, RS, PE and Computing
- Enrichment activities, especially our assembly programme; pastoral provision; involvement in school trips and adventurous activities; activities which are carried out to support wellbeing in school.

Specific Units of Work on RSE are planned into our teaching programme for Years 3 to 8.

Those delivering RSE will have responsibility for assessing pupils' needs and selecting appropriate activities and methodologies to meet these needs, supported by the Head of PSHCE.

The Head of PSHCE is responsible for reviewing and evaluating RSE. The Head of PSHCE will report findings to the Director of Pastoral Care.

#### 4.2 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, considering other people's viewpoints are practised in all RSE lessons and across the wider curriculum. Our RSE lessons are not simply opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach, pupils will have an opportunity to ask questions at the start of topics and where appropriate, teachers will aim to respond within the content taught.

We understand that at times pupils will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-gender groups or small group teaching where this will help us to meet the needs of pupils more effectively. We will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

Group Agreements: RSE is taught in a safe, non-judgemental environment where adults and pupils are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The avoidance of sharing personal information and asking personal questions
- Confidentiality

- Identification of appropriate staff and other agencies with whom pupils may wish to share information or seek advice

#### 4.3 Curriculum Materials and Resources

We primarily use the Cambridgeshire Personal Development Framework resources for our provision in RSE. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the pupils
- are up-to-date in factual content and outlook
- are produced by a reputable organisation
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning, developing skills and attitudes, not just giving information
- conform to the statutory requirements for RSE.

#### 4.4 Safe and Effective Practice

**Answering Questions:** We acknowledge that sensitive and complex issues will arise in RSE, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group, or below, to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the Head of PSHCE. It may be suggested that the pupil has the discussion with a parent.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom suggests the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the Designated Safeguarding Lead, in line with the school Safeguarding Policy.

**Sexually Active Pupils:** If a pupil indicates to an adult that they are sexually active or contemplating sexual activity, we will act in the following ways:

- All information must be recorded in 'MyConcern' and passed on to the Designated Safeguarding Lead (DSL), as this may be a safeguarding or Child Protection concern.
- The DSL will consult with Deputy Designated Safeguarding Leads (DDSLs) and appropriate action will be taken.

#### 4.5 Recording and Reporting

We have the same high expectations of the quality of pupils' work in RSE as in all other subjects.

From time to time, the Head of PSHCE will ask staff to reflect on the effectiveness of learning in particular units of work. At St Faith's we use a class PSHCE book to record whole class discussions and group work in RSE. Interviews are arranged with some pupils to share their experience of PSHCE lessons. Pastoral reports and comments from Tutors during the academic year, include information about pupil contributions to PSHCE topics.

## 5. Sex Education

### 5.1 Definition of Sex Education

Following guidance from the DfE, we have considered the elements of our RSE curriculum within PSHCE, from which parents may request to withdraw their child. These elements will be defined as 'sex education'.

We recognise that most pupils will not differentiate between Science, RSE, 'sex education' or Health Education provision. This distinction is only necessary to enable parents to enact their right to withdraw their child from what our school defines as 'sex education' within the PSHCE curriculum.

These are the areas of learning in RSE which, at St Faith's, we are defining as 'sex education':

- Using anatomical names for body parts (Years 1,2 & 3)
- Managing body changes during puberty (Year 7)

Human reproduction, including the structure of the male and female reproductive systems, and physical and emotional changes which take place during adolescence is covered in the Science programme in Year 6. Any aspects of 'sex education' which fall within the Science curriculum are statutory and parents may not withdraw their child. Alongside the Science curriculum content, the nursing team delivers talks about managing menstruation to girls from Year 5. This should supplement guidance from home.

### 5.2 Right to be excused from Sex Education

Parents have the right to request that their child be excused from some or all of the areas we have collectively defined as 'sex education' delivered as part of statutory RSE. Before granting any such request from parents of secondary aged pupils, the Head of PSHCE will discuss the request with a parent (and if appropriate with the pupil) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the pupil of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

Parents should understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of Science lessons.

## 6. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the Head of PSHCE and Director of Pastoral Care, with the oversight of the governor responsible for PSHCE. Information will be gathered from the Head of PSHCE, parents and pupils to inform judgements about effectiveness.

This policy will be reviewed and updated, taking into account the views of parents, staff and pupils.

C Switsur            M Critchley

Head of PSHCE    Director of Pastoral Care

## 7. Appendix

### 7.1 Outline of the RSE Curriculum

Please note that the following information provides an outline of topics covered within the Relationships and Sex Education and Health Education aspect of the PSHCE curriculum at St Faith's. Other topics are also covered in PSHCE lessons.

#### Years 1 & 2 (Two year rolling programme)

Self-awareness; coping with feelings  
Likes and dislikes  
Communication, co-operation, compromise  
Growth: babies to children to adults  
Changing responsibilities with age  
Naming external parts of the body; valuing the body  
Personal hygiene  
Similarities and differences between people  
Special people; changing friendship patterns  
Personal safety; trusted people  
Valuing diversity: different cultures and beliefs  
Needs of people, animals, pets, plants  
Physical, mental and emotional wellbeing; asking for help and telling

#### Year 3

Pupils' network of support  
Emotions and emotional responses  
Managing safety and risk in friendships  
Working together and building relationships  
Exploring identity  
Valuing and celebrating difference in cultures, traditions and beliefs  
Stereotyping  
Learning about community  
Physical and verbal bullying and cyberbullying  
Online safety and respectful online behaviour  
The anatomical names for body parts  
Differences between male and female bodies

#### Year 4

Rights and responsibilities  
Family, friends and healthy relationships  
Physical and verbal bullying and cyberbullying  
Victims and bystanders in bullying  
Pupils' safety network  
Managing change, including illness, divorce and death  
Personal safety and Sources of support  
Good and bad touches. Learning that no one has the right to touch private body parts  
Gender bias and homophobic language

#### Year 5

Building relationships and coping with new situations  
Network of support  
Providing help to others in need  
Physical and verbal bullying and cyberbullying  
Reacting to difficult social situations both online and offline

Identifying effective skills in working together such as listening, decision making and leadership  
Staying safe online  
Learning about identity, stereotyping, prejudice and racism  
Managing safety and risk  
Basic first aid  
Healthy lifestyles and physical and mental wellbeing  
Body image  
Inclusivity and the importance of understanding difference

### Year 6

Characteristics of healthy friendships both on and offline  
Peer influence in group situations  
Pupils' network of support  
Maintaining friendships and creating new ones  
Valuing differences in family and friends  
Coping with relationship issues  
Giving and receiving support  
Definition, causes and effect of bullying  
Prejudiced driven bullying  
Cyberbullying  
Responding to bullying, supporting others and creating a safe environment  
Personal safety, sexual abuse and reporting abuse  
Personal boundaries and distinguishing between 'yes' and 'no' touches and 'good' and 'bad' secrets  
Managing change, including divorce, illness and death

### Year 7

Changes in boys and girls during puberty  
Managing menstruation  
Myths and facts about puberty  
Personal hygiene during puberty  
Brain development during puberty and how it affects relationships  
Laws around sex  
Views on dating and sex before marriage  
FGM – laws, and support for those at risk  
Characteristics of positive, healthy relationships  
Coercion and domestic abuse  
The effects of technology on relationships  
Sexual images, sexting and the law (including pornography)  
Digital footprint and laws relating to social media accounts  
Media and peer influences  
Gender stereotyping and bias  
Cultural differences and values  
Self-esteem, body image, body confidence and self-respect  
Anxiety and depression  
Healthy lifestyles  
Bullying and cyberbullying  
Staying safe and sources of support  
The importance of reporting concerns to trusted adults  
Sexual abuse and domestic violence

## Year 8

Diversity within communities

Gender discrimination

Cultural differences, discrimination and racism

Stereotyping, harassment and prejudice within the workplace

Bullying and cyberbullying

Homophobic bullying

Extremism, terrorism and radicalisation and the Prevent agenda

Healthy family relationships

Social media and technology within the family

Coping with changes in the family

Managing changes in school