



Ralph Sadleir School

PSHE/Relationships and Sex Education (RSE/SRE) policy

Ralph Sadleir School

Date policy last reviewed: October 2022

Signed by:

Mr. S. Fanthorpe Headteacher Date: 3rd October 2022

Mrs. J. Tye Chair of Governors Date: 3rd October 2022

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1. Introduction and Context

At Ralph Sadleir School we are aware that our pupils live in an increasingly complex and uncertain world.

During the recent and current ongoing pandemic, we recognise that the mental health and wellbeing of all our stakeholders is paramount. In respect of our pupils, we have incorporated the teaching of relevant topics (such as Zones of Regulation, resilience and wellbeing) into our PSHE/SRE/RSE curriculum and into other areas of school life including, the 'Thought for the Week', community circles, assemblies and our community-based Ralphie TV service.

We recognise that we are living in an ever-changing online world that has the potential to create both immense opportunities and challenges in our pupils' academic, personal and social lives. As a result, our PSHE/SRE/RSE curriculum needs to reflect this. We also recognise the importance of being willing and able to modify and reflect this based upon the requirements of individual groups, classes or year groups.



2. Aims

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

- Provide a framework in which sensitive discussions can take place
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Make pupils aware of the associated importance of health and hygiene
- 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
- Reflect Ralph Sadleir's ethos and our 'Ralphie' values - values that include respect, achievement, learning, perseverance, happiness, independence and encouragement.
- To create a PSHE education curriculum, which includes Relationships Education for key stage 2 pupils, and Relationships and Sex Education for key stage 3 pupils, together with health education for all pupils.
- To design a curriculum that builds on our '*safe, caring and positive*' ethos
- To support pupils in the middle school stage of their education
- To help pupils examine RSE in the context of healthy and loving relationships and family life. RSE can help pupils develop a positive self-image, high self-esteem, responsibility for themselves and others and the ability to start to consider informed decisions.
- To encourage pupils to manage emotions and relationships confidently and sensitively whilst developing self-respect and empathy for others. Pupils are taught to make choices based on an understanding of difference, with an absence of prejudice and learning how to recognise and avoid exploitation and abuse. It also provides opportunities to develop communication skills and to start to develop assertiveness within a range of different situations

To focus understanding of physical development at appropriate stages. Pupils will explore changes during puberty and reproduction (enhancing what is taught in science lessons) as well as learning

In addition:

- We will cover all the core themes of *Health and Wellbeing, Relationships and Living in the Wider World*. These topics have been arranged in a manner that is relevant to pupils at Ralph Sadleir so that timely exploration, at an appropriate point in the school year, can be made to build on and enhance pupils' experiences. Our intention is to provide a carefully sequenced curriculum that builds knowledge, skills and attributes year on year, as the core themes are revisited. The school works closely with our feeder schools (both lower and



upper), sharing ideas and curriculum mapping so that the sequence of work from KS1 to KS4 is suitably effective for our respective pupils.

3. Statutory requirements

Relationships Education is now compulsory in all primary schools in England and Relationships and Sex Education (RSE) is compulsory in all secondary schools. Health Education is also compulsory in all state-funded schools.

As a middle school, we follow the guidance for both primary and secondary schools:

- Relationships education is compulsory in all primary schools in England as per section 34 of the Children and Social Work Act 2017.
- Relationships and Sex Education (RSE) is compulsory in all secondary schools as per the Children and Social Work Act 2017.
- Health Education (HE) is compulsory in all state-funded schools.

We must provide relationships education to all our primary aged pupils (Years 5 and 6) as per section 34 of the Children and Social work act 2017. In addition, we must provide RSE to all our secondary aged pupils (Years 7 and 8), 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, including requirements to teach science. The science curriculum at Ralph Sadleir focuses on the anatomical detail of the human body as detailed below:

* Key Stage 2 (KS2) - reproduction within *Life Processes* and a small comparison of gestation periods with other animals

* Key Stage (KS3) reproduction - structure and function of human genitalia, hormones and birth.

At Ralph Sadleir School, we teach RSE (through our PSHE and science curriculum) as set out in this policy.

4. Policy development

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

1. Review - a member of staff collated all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer consultation - parents/carers and any interested parties were invited to complete a survey about the policy and had an opportunity to request further clarification



4. Pupil consultation - we investigated what exactly pupils want from their RSE
5. The Leader of PSHE has maintained contact with PSHE leads at both Freman College and Edwinstree Middle School
6. Ratification - once amendments were made, the policy was shared with governors and ratified

5. Definition of RSE

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.

Our curriculum is designed to support pupils growing up in an increasingly complex and digital world. Whilst the internet can be an overwhelmingly positive tool for many, it does present significant challenges, particularly for children and young people. Challenges include the impact of social media, the prevalence of cyber-bullying and the risk that children learn about relationships from untrustworthy sources. RSE aims to support the school to help pupils make the right decisions and keep them safe and happy.

6. Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt it, as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online.

As part of our key stage 2 (Years 5 and 6) primary education the school will focus on delivering the following lessons:

- Preparing boys and girls for the changes that adolescence brings;
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 2.

7. Delivery of RSE

RSE is taught within the PSHE and science curricula. Biological aspects of RSE are delivered within the science curriculum. Any pupil with an identified special educational needs disability (SEND) may have work additional to and different from their peers in order to access the curriculum, dependent upon their needs. Our intent is to provide these pupils with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.



Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education (taught in key stage 2) focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Media literacy
- Puberty and reproduction

For more information about our relationships education curriculum, see Appendix 2.

RSE (taught in key stage 3) 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;
- Stereotypes and expectations of gender roles;
- Mental health and wellbeing;
- Being safe;
- Intimate and sexual relationships, including contraception and sexual health.

For more information about our RSE curriculum, see Appendix 2. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of pupils based on their home circumstances. Families can include: single parent/carer families; LGBT+ parents/carers; families headed by grandparents; adoptive parents/carers; foster parents/carers amongst other structures. In addition, learning will reflect sensitively that some pupils may have a different structure of support around them (for example: looked after children, previously looked after children and young carers).

8. Roles and responsibilities

8.1 The Local Governing Body (LGB)

The LGB will hold the headteacher to account for the implementation of this policy. The LGB will approve this policy.

8.2 The Headteacher



The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress of their classes
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the 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 and the PSHE/SRE/RSE Lead.

Staff responsible for teaching PSHE/RSE at Ralph Sadleir include:

Mrs. Bush;

Mrs. Coppen;

Mr. Creasy;

Ms. Dobson;

Ms. Fairbank;

Ms. Gordon;

Mr. Morgan.

Ms. Sperrin;

Mr. Taplin;

Mrs. Winter;

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. As part of this process, 'ground rules' are created and refreshed before RSE issues are discussed.

9. Parents'/Carers' right to withdraw

Key stage 2

(Years 5 and 6) parents/carers do not have the right to withdraw their children from Relationships Education, but may request withdrawal from Sex Education.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

Alternative work will be provided for pupils who are withdrawn from sex education.

Key stage 3



(Years 7 and 8) Parents/carers cannot withdraw their child from Health Education or the Relationships Education element of PSHE/RSE; parents/carers do have the right to withdraw their children from the components of sex education within RSE.

Requests for withdrawal should be made in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

KS2 or KS3 parents/carers do not have the right to withdraw their child/children from any part of the science curriculum.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and the PHSE lead and discuss the possibility of alternative arrangements. Alternative work will be provided to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their ongoing professional development. The headteacher and PSHE lead 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 where it is felt useful to do so.

11. Monitoring arrangements

The delivery of RSE is monitored by the leader of PSHE through: book monitoring; learning walks; team meetings; one-to-one discussions with staff, and through assessment data.

The PSHE lead will review this policy annually. At every review, the LGB and the Headteacher will approve the policy.

12. Useful Reference Links

- **Department for Education - *Relationships Education, Relationships and Sex Education (RSE) and Health Education.***
This is the main document that indicates the new statutory guidance for RSE.
www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- **Department for Education - *Understanding Relationships and Health Education for your child's primary school: a guide for parents.***
A useful guide DfE two-page reference guide for primary-age parents. It includes a summary of what schools should teach and your rights as a parent.
<http://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>
- **Department for Education - *Understanding Relationships, Sex and Health Education in your child's secondary school: a guide for parent***



A useful DfE two-page reference guide for secondary-age parents. It includes a summary of what schools should teach and your rights as a parent.

<http://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Appendix 1 – Parent/carer withdrawal request form

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	



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Appendix 2

PSHE (personal, social, health and economic education)/SRE (social and relationships education)

Year 5

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<p>Zones of Regulation & Settling in</p> <p>Pupils will cover: A welcome to Ralph Sadleir; managing transitions and adapting to new environments.</p> <p>Zones of Regulation: Zones of Regulation is a scheme that enables pupils to understand their emotions and those of their peers. Zones of Regulation provides pupils with strategies to support their mental wellbeing, and to self-regulate.</p>	<p>Personal Identity & Managing Friendships</p> <p>Pupils will cover: further supporting transition; developing awareness of ourselves and our own identities; setting and achieving goals for ourselves; positive friendship attributes; dealing with conflict and anger; showing and recognising positive leadership skills.</p>	<p>Respecting Ourselves and Others</p> <p>Pupils will cover: what makes somebody happy? Self-recognition and self-worth; understanding the viewpoints of others.</p> <p>Recognising and challenging stereotypes; Exploring the meaning of the term discrimination; Recognising and caring about other people's feelings.</p>	<p>Staying Safe</p> <p>Pupils will cover: identifying where to get help if I need it; internet dangers; how to stay safe online and how to recognise the dangers of online grooming.</p> <p>Privacy and personal boundaries; acceptable and unacceptable online behaviour; personal safety.</p>	<p>Keeping Active and the benefits of a Balanced Lifestyle</p> <p>Pupils will cover: how physical activity and exercise affects wellbeing; how much exercise we should do; different types of exercise; how a good night's sleep affects health and wellbeing; balanced diets.</p>	<p>Careers</p> <p>Pupils will cover: career types; career requirements; career goals; goal-setting; professional behaviour.</p>



PSHE (personal, social, health and economic education)/SRE (social and relationships education)

Year 6

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<p>Mental Health & Wellbeing</p> <p>Taking care of mental health and emotional wellbeing; Managing and dealing with challenges; Developing coping strategies to deal with stressful situations (e.g. SATs); Seeking support for others and myself.</p>	<p>Managing Change, Feelings & Respect</p> <p>How to manage my own feelings and recognise how others are feeling; Challenging other people's points of view; Developing friendship skills; bullying and stereotypes.</p>	<p>Media Literacy and Safety</p> <p>How data is shared and used online; evaluating the reliability of sources; choosing age-appropriate TV, games and online content; positive and negative influences; the importance of staying safe when using the internet/social networking sites.</p>	<p>Health and Hygiene</p> <p>Personal hygiene; what are viruses and bacteria; measures to preserve physical health; eating in a positive way; preserving and promoting oral health.</p>	<p>Online Friendships, Relationships and Staying Safe</p> <p>How people connect online; the nature of online-only friendships; reporting harmful content staying safe online.</p>	<p>Puberty & Reproduction</p> <p>Understanding why changes can be unsettling; Identifying the physical changes of puberty for boys and girls; describing what menstruation is and why it takes place; understanding that physical change happens at different rates for different people; conception and how a baby is made; raising awareness of FGM practices.</p>



PSHE (personal, social, health and economic education)/ RSE (relationships and sex education)

Year 7

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Financial Wellbeing	Crime	Substances	Diversity	Physical Relationships	Careers
Evaluating value for money; debt; fraud and personal values; financial exploitation; record keeping; savings and spending; lending and borrowing.	What it means to commit a crime; The difference between rules and laws; Civil and criminal laws; Considering feelings of victims of crime; analysing Hertfordshire crime figures.	Social norms regarding drugs, alcohol and tobacco; myths and misconceptions around drugs; influence/peer pressure; risks relating to substance abuse.	Multiculturalism, race, religion, LGBTQ+; British Values & 'Ralphie' values; supporting and promoting equality.	Different types of relationships; healthy and positive relationships; rights and responsibilities in relationships; what is consent; consent and the law; avoiding assumptions about consent.	Different types of career options; encouraging pupils to start thinking about their future careers; employability skills; apprenticeships; entrepreneur skills and entrepreneurial project.

Year 8

Autumn	Spring I	Spring II	Summer I	Summer II
Promoting Positive Mental Health and Wellbeing	First Aid	Safe Relationships	Resilience	Moving on
Attitudes to mental health and wellbeing; the stigma of mental health; the impacts of social media on MH; managing challenges; seeking support from others; self- help.	CPR introduction; head injuries; bleeding; choking.	Choices around sex; contraception; right to consent; capacity to consent.	What is self-talk?; promoting positive thinking styles; putting thoughts and problems into perspective.	Feelings and changes about transition; coping with change; goals for the future; routes into careers; routes into apprenticeships and higher education; employment sector data; mapping future career needs of the area.



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