

Relationships and Sex Education (RSE) Policy

Our vision is 'to empower our learners to achieve their best outcomes through high quality education, in preparation for life. Here we celebrate being unique individuals and develop unearthed potential'.

To be read in conjunction with:

- EQUALS Semi-formal curriculum (My Relationships and Sex Education) document
- DfE [Personal, social, health and economic \(PSHE\) education - GOV.UK](https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education) (https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education)
- DfE [Relationships Education, Relationships and Sex Education and Health Education guidance](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-RSE-and-health-education) (https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-RSE-and-health-education)
- PSHE Policy
- Safeguarding Policy
- Accessibility Plan
- Special Educational Needs Policy
- SMSC Policy
- Assessment and Feedback Policy
- Curriculum Policy
- Intent of the Provision Policy

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1. Aims

At Copper Fields School, our Relationships and Sex Education (RSE) curriculum is designed to provide a comprehensive, inclusive, and supportive framework that enables our students to navigate the complexities of relationships, sexual health, and emotional well-being. The aim of RSE is to equip students with the knowledge, skills, and confidence to make informed decisions about their relationships and to understand their rights and responsibilities in a safe and respectful manner.

The aims of RSE at Copper Fields School are:

- To foster emotional, social, and physical development through teaching about relationships, sexual health, human sexuality, and emotional well-being.
- To build self-worth and confidence, empowering students to communicate effectively, set boundaries, and develop empathy for others.
- To provide an understanding of puberty and sexual development, giving students the information they need to understand their changing bodies and how to care for them.
- To create a positive, respectful culture around relationships, gender identity, and sexuality, encouraging inclusivity and respect for diversity.

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- To help students recognise and make safe choices, equipping them to safeguard themselves against risks such as unhealthy relationships, sexual harassment, and online safety.
- To provide accurate information and promote the correct vocabulary, helping students to describe themselves, their bodies, and their experiences in a confident and respectful way.
- To teach pupils the skills needed to form positive, healthy relationships, including recognising the signs of unhealthy or abusive relationships and how to seek help when needed.

Our approach is personalised to meet the individual needs and learning styles of all our students, ensuring they feel safe, respected, and fully supported.

2. Statutory requirements

At Copper Fields School, we provide Relationships Education for all students as required by Section 34 of the Children and Social Work Act 2017. While sex education is not mandatory for primary-aged pupils, secondary-aged students are entitled to receive Relationships and Sex Education (RSE) as part of the statutory curriculum, in line with the Children and Social Work Act 2017. However, we recognise that not all students are developmentally or cognitively ready to fully engage with every aspect of RSE, particularly the more complex topics related to sex education.

For students with Special Educational Needs (SEND), including those with cognitive and developmental delays, we adapt the RSE curriculum to ensure that it is delivered in a way that is appropriate for their cognitive and emotional understanding. This is in line with the Department for Education's statutory guidance (2019) and Keeping Children Safe in Education (2023), which emphasises the need for inclusive teaching that is tailored to meet the developmental needs of all students.

This may include:

- **Personalised RSE content:** The curriculum will be tailored to the individual developmental stages and cognitive abilities of each student. We will provide age-appropriate information in a way that reflects each learner's readiness and comprehension level.
- **Flexibility in content delivery:** Some topics may be introduced gradually or revisited in a way that accommodates students' specific learning needs. For example, aspects such as puberty, personal hygiene, emotional health, and healthy relationships will be taught in a manner that meets each student's developmental stage.
- **Assessment of readiness:** Decisions on when and how to introduce more advanced topics such as sexual health, reproduction, and consent will be based on careful assessment of students' developmental readiness. For students who may not be cognitively ready for formal RSE content, alternative learning strategies will be used, and sensitive teaching approaches will be implemented to ensure they are supported without feeling overwhelmed.

While all secondary-aged students are entitled to receive RSE, the delivery of content will always reflect individual cognitive capacity and personal readiness, ensuring that students engage with the material in a way that is appropriate, respectful, and supportive of their development.

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3. Policy development

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

1. Review – a member of staff or working group pulled together 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/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – be clear what exactly pupils want or need from their RSE including experience from other provision and student voice
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is an integral part of our curriculum that focuses on emotional, social, and physical development, with a focus on forming healthy relationships, understanding sexuality, and promoting sexual health. It provides students with the necessary skills and knowledge to build positive, respectful relationships, both offline and online, and prepares them for adulthood.

RSE is not about promoting sexual activity but about helping students understand and respect themselves, others, and their boundaries, while encouraging them to take responsibility for their well-being and relationships.

5. Curriculum

At Copper Fields School, Relationships and Sex Education (RSE) is delivered in a way that is explicit and tailored to meet the developmental, cognitive, and emotional needs of all students. Our approach is designed in collaboration with curriculum leads, parent/carers, and school staff, ensuring that content is relevant, accessible, and meaningful for each student, based on their individual learning goals and developmental stages.

RSE is an integral part of students' personalised learning goals and is aligned with their EHCP (Education, Health, and Care Plan). This ensures that the content is not only relevant to the needs of each pupil but also supports their specific learning milestones. The curriculum is developed with the Equals My Relationships and Sex Education scheme as a foundation, which may be adapted as needed to meet the specific needs and abilities of our students.

For our students, the curriculum is adapted to ensure that key RSE concepts are taught at the right level, with repetition and reinforcement where necessary. This helps to consolidate learning and

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ensure understanding, particularly for students who may require additional support to absorb key concepts and apply them in real-life situations.

Curriculum Structure

The RSE curriculum at Copper Fields is designed to ensure that it is appropriate and meaningful for all students, RSE is integrated within the following subject areas:

- **Myself & Others**
- **Learning for Life**
- **My Body**
- **My Independence**
- **My Enquiry (Science)**
- **My Play and Leisure**
- **Zones of Regulation**

The curriculum is structured as follows, with content progressively building on previous learning:

Age Group	Key Themes	Curriculum Areas
EYFS	Early development of personal awareness, self-esteem, basic relationships	Myself & Others, Learning for Life
Lower School	Foundational concepts in healthy relationships, personal care routines, emotional health	Myself & Others, My Body, Learning for Life
Upper School	Introduction to puberty, healthy friendships, managing emotions, online safety	My Body, Learning for Life, Myself & Others

RSE activities are planned as part of a sequential learning pathway, ensuring that themes are revisited regularly and taught in various contexts. This progression ensures that content is embedded through repetition and overlearning, reinforcing key concepts and allowing students to generalize learning across different contexts.

Frameworks and Programs

We use the following frameworks and programs to support our RSE planning and assessment:

- **Equals RSE Curriculum** – A specialized curriculum designed for students with SEND, focusing on Relationships, Health, and Sex Education.
- **PSHE Planning Framework for Pupils with SEND (2020)** – Aligning with **DfE 2020 Guidance** on RSE and SEND.
- **SoSafe Programme** – A visual and structured programme that helps students understand concepts related to safety, relationships, and sexual health.
- **NSPCC Speak Out, Stay Safe** – Used to reinforce messages about personal safety, emotional well-being, and respectful relationships.

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These frameworks guide our planning and ensure that RSE is delivered consistently across the school, providing the structure and vocabulary needed for effective delivery while meeting the needs of our students.

At Copper Fields School, we provide a structured RSE curriculum that supports all students in building the skills necessary to form healthy relationships and understand their emotional and physical development. By delivering RSE across a variety of contexts and with individualised strategies, we aim to equip students with the knowledge, skills, and confidence to make safe, informed decisions as they prepare for adulthood.

6. Delivery Methods

At Copper Fields, RSE is taught in both implicit and explicit ways to meet the developmental, cognitive, and emotional needs of all students. In the lower years, while there is a strong emphasis on implicit learning integrated into daily routines, group activities, and informal opportunities, explicit lessons are also introduced. These lessons focus on key RSE concepts, such as personal care, emotional health, and basic relationships, in a clear and structured way. This dual approach ensures that students receive both a formal introduction to core concepts and informal, day-to-day learning experiences. As students' progress through upper school, RSE teaching continues to be explicit, with a focus on more complex concepts related to independent living, preparation for adulthood, and advanced relationship skills. Even in upper school, however, key concepts are reinforced implicitly through day-to-day interactions and real-life learning opportunities.

Both the PSHE Association and the Equals Curriculum inform our RSE delivery, ensuring that content is relevant, accessible, and meets the needs of all learners. The PSHE Association program supports all pathways and provides the broader framework for personal, social, health, and economic education, while the Equals Curriculum provides specific sections that focus on the developmental stages and needs of learners on the Discoverers (Semi-formal) and Adventurers (Pre-formal) pathways.

If students ask questions outside the scope of this policy, teachers will respond appropriately, ensuring that the information provided is accurate and age appropriate. This approach ensures that students are well-informed and guided to avoid seeking answers from inappropriate or unreliable sources.

Primary sex education will focus on:

- Preparing all learners, regardless of gender, for the changes that adolescence brings
- Understanding how a baby is conceived and born

RSE is delivered through the following methods:

- **Group Lessons:** Teachers use role play, discussions, videos, and other engaging methods tailored to the individual needs of the students.
- **Individual Lessons:** RSE may be delivered on an individual basis, particularly for students who require more personalized support.
- **Daily Routines:** RSE is integrated into everyday activities such as personal care routines, snack time, and transitions, which provide organic learning opportunities in the context of students' daily experiences.

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- Assemblies: Whole-school sessions on themes like online safety, emotional well-being, and healthy relationships.
- Circle Time: Group activities that encourage students to express feelings, learn social skills, and explore relationship concepts.
- Themed Days and Activities: Special events focusing on specific areas of RSE, such as healthy relationships, puberty, and sexual health.
- Community-Based Activities: Engaging with the local community to apply RSE in real-world contexts, building skills for independent living.
- Informal Opportunities: Teachers and support staff use spontaneous moments throughout the school day to reinforce RSE concepts, such as conflict resolution or discussing feelings.

RSE is taught in a structured manner. The curriculum is tailored to meet the needs of students, ensuring that topics are introduced and revisited in a way that supports their cognitive and emotional development.

Support for Learners

All sexual health education is delivered by trained classroom teachers as part of the curriculum, ensuring that students receive clear and age-appropriate information in a safe and supportive environment. Teachers are responsible for delivering the full scope of RSE, including sexual health, puberty, reproductive health, and sexual variations, as part of the broader curriculum.

Pastoral Support Plan (PSP)

To ensure that all learners receive the right support, Copper Fields School has developed a Pastoral Support Plan (PSP) for every student. The PSP is a key tool in safeguarding and ensures that RSE is delivered with the right support at the right time for each learner. It provides a clear framework for supporting learners with additional needs and is integrated into the school's safeguarding procedures.

The PSP is reviewed regularly and involves a collaborative approach, with input from class teachers, safeguarding leads, parents/carers, and other professionals. The PSP helps to ensure that learners receive personalized interventions and support for RSE, safeguarding, and overall well-being

RSE is taught following the RSE Equals Curriculum for learners on our Semi-formal pathway and through PSHE scheme for those on the formal pathway in conjunction with the personal, social, health and economic (PSHE) education curriculum, following the PSHE Association programme. Biological aspects of RSE will also be taught within the science curriculum. The school ensures the curriculum meets the statutory requirements set out in the [Relationships Education, Relationships and Sex Education and Health Education guidance](#).

7. Roles and responsibilities

7.1 The governing board

The governing board has delegated the approval of this policy to Chris Clements (Headteacher)

7.2 The headteacher

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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).

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress (including assessment through Evidence for Learning (EfL)).
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents 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. Quality assurance processes and procedures in the school will oversee the quality of provision and development implemented where required.

Sarah Chalmers-Thorpe (Assistant Headteacher and Deputy Designated Safeguarding Lead) will oversee the day-to-day planning and delivery of the RSE curriculum under the direction of the Senior Leadership Team (SLT). Other teaching staff will be supported to deliver the RSE curriculum as per the school plans and schedule, including teachers, tutors and learning support assistants.

7.4 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

Parents do not have the right to withdraw their children from sex and relationships education in Key Stages 3 and 4.

Parents have the right to request to withdraw their children from the sex education components within RSE for primary aged children except where elements are taught within the science curriculum.

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.

8.1 Parents Right to View Resources

Following an announcement from Secretary of State for Education on March 2023, parents have the right to view the resources that will be used to teach their children in school. This is to ensure that learners can continue these supportive conversations at home.

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Parents will be invited to view resources via presentations or through email request to the Headteacher. If parents are unable to view them via these platforms, they have the option to request these in printed form, although would be encouraged to view via the platforms to ensure that they are viewed in context. This enables parents to best support learners at home with their learning.

9. Training

Staff receive comprehensive training on the delivery of RSE as part of their induction process and it is also integrated into our ongoing continuing professional development (CPD) calendar. This ensures that staff are equipped with the knowledge and skills to deliver RSE effectively and confidently.

The Headteacher will also invite external specialists such as school nurses, sexual health professionals, and other relevant experts to provide support and additional training for staff teaching RSE. This collaboration ensures that staff stay informed about the latest developments in sexual health education and can deliver the curriculum in line with best practices and statutory guidelines.

10. Monitoring arrangements

The delivery and effectiveness of RSE is regularly monitored to ensure it is being implemented in line with our policy and meeting the needs of all learners. The Headteacher (Chris Clements) is responsible for overseeing the monitoring process, which includes:

- **Learning Walks:** The Headteacher will conduct regular learning walks to observe the delivery of RSE lessons and ensure they are in line with the curriculum.
- **Work Quality Assurance:** The quality of work produced by students will be reviewed to assess their understanding of key concepts taught through RSE.
- **Pupil Progress Checks:** Ongoing tracking of students' progress in RSE will be carried out by class teachers as part of our internal assessment systems. This allows for timely identification of any additional support or adjustments that may be required for individual students.

This policy will be reviewed and approved by the Headteacher at regular intervals and will also undergo review by the Governing Body to ensure it remains relevant and in line with statutory requirements.

PSHE education curriculum map

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view including discussing topical issues	Valuing diversity; challenging discrimination	Evaluating media sources; sharing	Influences and attitudes to money;	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

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Relationships and Sex Education is embedded within the PSHE Curriculum as outlined below for both Primary and Secondary Curriculum.

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SECONDARY PSHE EDUCATION: LONG TERM OVERVIEW – COMPETENCIES-BASED MODEL

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
Year 7	Developing goal setting, organisation skills and self-awareness: <ul style="list-style-type: none"> Personal identity and values Learning skills and teamwork Respect in school 	Developing empathy, compassion and communication: <ul style="list-style-type: none"> Making and maintaining friendships Identifying and challenging bullying Communicating online 	Developing agency, strategies to manage influence and decision making: <ul style="list-style-type: none"> Regulating emotions Diet and exercise Hygiene and dental health Sleep 	Developing self-confidence and self-worth: <ul style="list-style-type: none"> Puberty and managing change Body satisfaction and self-concept 	Developing assertive communication, risk management and support-seeking skills: <ul style="list-style-type: none"> Rights in the community Relationship boundaries Unwanted contact FGM and forced marriage 	Developing agency and decision making skills: <ul style="list-style-type: none"> Drugs, alcohol and tobacco Safety and first aid
Year 8	Developing risk management skills, analytical skills and strategies to identify bias: <ul style="list-style-type: none"> Managing online presence Digital and media literacy 	Developing respect for beliefs, values and opinions and advocacy skills: <ul style="list-style-type: none"> Stereotypes, prejudice and discrimination Promoting diversity and equality 	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> Drugs and alcohol Introduction to contraception Resisting peer influence Online choices and influences 	Developing goal setting, motivation and self-awareness: <ul style="list-style-type: none"> Aspirations for the future Career choices Identity and the world of work 	Developing communication and negotiation skills, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> Healthy relationships Boundaries and consent LGBT+ inclusivity 'Sexting' Managing conflict 	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> Maintaining positive mental health Importance of physical activity
Year 9	Developing goal-setting, analytical skills and decision making: <ul style="list-style-type: none"> GCSE options Sources of careers advice Employability 	Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> Friendship challenges Gangs and violent crime Drugs and alcohol Assertive communication 	Developing empathy, compassion and strategies to access support: <ul style="list-style-type: none"> Mental health (including self-harm and eating disorders) Change, loss and bereavement Healthy coping strategies 	Developing analytical skills and strategies to identify bias and manage influence: <ul style="list-style-type: none"> Financial decisions Saving and borrowing Gambling, financial choices and debt 	Developing assertive communication, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> Healthy/unhealthy relationships Consent Relationships and sex in the media 	Developing decision making, risk management and support-seeking skills: <ul style="list-style-type: none"> Sexually transmitted infections (STIs) Contraception Cancer awareness First aid
Year 10	Developing self-awareness, goal-setting, adaptability and organisation skills: <ul style="list-style-type: none"> Managing transition to key stage 4 including learning skills Managing mental health concerns 	Developing empathy and compassion, strategies to manage influence and assertive communication: <ul style="list-style-type: none"> Relationship expectations Impact of pornography Identifying and responding to abuse and harassment 	Developing agency and decision making, strategies to manage influence and access support: <ul style="list-style-type: none"> First aid and life-saving Personal safety Online relationships 	Developing goal setting, leadership and presentation skills: <ul style="list-style-type: none"> Skills for employment Applying for employment Online presence and reputation 	Developing respect for diversity, risk management and support-seeking skills: <ul style="list-style-type: none"> Nature of committed relationships Forced marriage Diversity and discrimination Extremism 	Developing motivation, organisation, leadership and presentation skills: <ul style="list-style-type: none"> Preparation for, and reflection on, work experience
Year 11	Developing resilience and risk management skills: <ul style="list-style-type: none"> Money management Fraud and cybercrime Preparing for adult life 	Developing communication and negotiation skills, risk management and support-seeking skills: <ul style="list-style-type: none"> Relationship values Maintaining sexual health Sexual health services Managing relationship challenges and endings 	Developing confidence, agency and support-seeking skills: <ul style="list-style-type: none"> Making safe and healthy lifestyle choices Health promotion and self-examination Blood, organ, stem cell donation 	Developing empathy and compassion, clarifying values and support-seeking skills: <ul style="list-style-type: none"> Families and parenting Fertility, adoption, abortion Pregnancy and miscarriage Managing grief and loss 	Developing confidence, self-worth, adaptability and decision making skills: <ul style="list-style-type: none"> Recognising and celebrating successes Transition and new opportunities Aligning actions with goals 	

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• 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• Understanding what female genital mutilation (FGM) is and how to report concerns safely• Where to get advice e.g. family, school and/or other sources

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KS3/4

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

Relationships and Sex Education (RSE) Policy



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TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender identity, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment, sexual assault and rape and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

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TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • Youth Produced Sexual Imagery, consent and the law. • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, assault, rape, domestic abuse including coercive control, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) • How to report concerns safely within school and to outside organisations.
Gender and sexual identity	<ul style="list-style-type: none"> • There are a range of sexualities and gender identities. • Some people will be different to us and that is ok. • That sexual activity can be enjoyed regardless of gender and sexual identity.

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TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • That sex should feel pleasurable and should be with someone they trust and respect. • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to lower inhibitions and risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment including through the C-Card Scheme and Devon Sexual Health

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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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom