



ARNOLD
HOUSE
SCHOOL

Arnold House School

2f: RELATIONSHIPS AND SEX EDUCATION POLICY

REVIEW DATE: NOVEMBER 2022

	Arnold House School	
	Relationship and Sex Education Policy	
Updated by:	Mrs P. Lee-Besisira	November 2022
Reviewed by:	Headmaster	November 2022
Reviewed by	Board of Governors:	March 2023
Consultation:	With parents/carers	February 2023
Next review:	December 2024	

Policy Review:

This RSE policy will be reviewed on biennial basis in consultation with Governors, staff and parents.

Although Arnold House School has always included elements of relationship and sex education (RSE) within the PSHE programme, the law (The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017) now requires all pupils receiving primary education to be taught about Relationships Education and those in secondary education will to be taught Relationships and Sex Education (RSE).

Our Mission:

At Arnold House School we believe that the essential aim of relationships and sex education should be to provide pupils with the knowledge and skills to enable them to make informed and responsible choices in later life, emphasising the benefits of a healthy lifestyle.

We believe that sex and relationships education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school: preparing pupils for the opportunities, responsibilities and experiences of adult life.

We also believe that relationships and sex education should be taught within a climate of trust, respect and appropriate confidentiality, in which pupils and adults feel able to talk openly and honestly.

Relationships education:

Primary - learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future (NCB 2020).

Secondary - learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future (NCB 2020).

Sex education:

Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health (NCB 2020).

Aims:

- To provide a secure, sensitive and caring framework where learning and discussion can take place.
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- Encourage the use of correct vocabulary.
- To foster self-worth and awareness, together with a sense of moral responsibility.
- To help the boys to acquire and practise important life skills such as critical thinking, decision making, communication and confidence.
- To ensure that relationships and sex education is available to all boys regardless of ability, cultural or religious background or sexual orientation in line with the school's policy on equal opportunities.

Curriculum design:

The curriculum is designed around active engagement in learning embedded in the curriculum. Boys will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

Safe and effective practice:

RSE often draws on boys' real-life experiences. A safe and supporting learning environment will be created by establishing ground rules which demonstrates respect and understanding. Staff delivering RSE will ensure boys get appropriate support by liaising with the appropriate Year Head and pastoral team and adhering to the School's Child Protection and Safeguarding policy.

Equality:

Schools are required to comply with relevant requirements of the Equality Act 2010 and must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE and other subjects.

We will consider whether it may be appropriate or necessary to put in place additional support for pupils with particular protected characteristics. We will also be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

Pupils with special educational needs and disabilities (SEND):

RSE must be accessible for all pupils and high-quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The School will refer to the SEND Code of Practice, where appropriate, and will also be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can be particularly important for those with social, emotional and mental health needs or learning disabilities, and such factors will be taken into consideration when designing and teaching the RSE curriculum.

Lesbian, Gay, Bisexual and Transgender (LGBT):

In teaching RSE, we will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. All teaching will be sensitive and age appropriate, in both approach and content.

Confidentiality:

The boys will be made aware that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be held in the highest regard. Boys will be reminded that if confidentiality has to be broken, they will be informed first and then the appropriate support will be given.

Teachers will be reminded that they cannot offer unconditional confidentiality to boys.

Dealing with difficult questions:

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering; provision would be made to meet a boy's needs or advice sought.

Parents' right to withdraw their boy from sex education:

Parents will not be able to withdraw their son from relationship education that is taught in Years 1-6. They will have the opportunity to withdraw their son from sex education in Years 7 and 8 (other than the sex education covered in the Science curriculum).

Before granting a parental request to withdraw their son from sex education, the Headmaster will meet with parents to clarify the nature and purpose of the curriculum and to listen to their concerns. A record will be kept of the meeting.

Delivery of RSE across the school:

EYFS	Class teacher
Year 1 – 4	Form teacher, Teaching assistant and Science teacher
Years 5 and 6	Form teacher and Science teacher (Drugs, Health and body)
Year 7 and 8	Year 7 – Jon Harahap (HOY 7 & 8) Year 8 – Keeley Smith (Head of PSHE) and Science teachers – Keeley Smith and Pearl Lee-Besisira

Curriculum - Cross-curricular: PSHE and RSE

Early Years	Year One	Year Two
Myself and Others	My body, my business <i>I know I can choose what happens to my body</i>	Is it ok? <i>I understand how to respect my own and other people's bodies</i>
Family Networks	Active and asleep <i>I can make healthy choices about sleep and exercise</i>	Pink and Blue (Stereotypes) <i>I understand that we are all different and different people like different things</i>
Body Awareness	Happy healthy food <i>I can make healthy choices about food and drink</i>	Your family, my family <i>I can talk about my family and others' families</i>
Hygiene	Clean as a whistle <i>I know how to keep my body clean</i>	Our bodies <i>I can name the main parts of boys' and girls' bodies.</i>
	I can Choose <i>I can choose to keep my mind and body healthy and safe</i>	Getting older <i>I can describe how I will change as I get older</i>
		Changes <i>I can describe things that might change in a person's life and how it might make them feel</i>
<p>Relationships and choices will be taught organically throughout the whole year. Especially out on the playgrounds, PE lessons and assemblies focused on areas of bullying, internet safety and relationships.</p>		
<p>Topics that can be taught in Science lessons, which ensure there is enough time to cover these areas.</p>		

Year Three	Year Four	Year Five	Year Six
My body, my choice <i>I can choose what happens to my body and I can get help with any concerns</i>	Where do I come from? <i>I can describe how babies are made and how they are born</i>	Your body is your own <i>I know that my body belongs to me and that I have control over what happens to it</i>	Harmful substances <i>I understand the harmful effects of using drugs, including alcohol and tobacco</i>
Fit as a fiddle <i>I know how to keep my body healthy</i>	Changing emotions <i>I can describe the feelings that some people experience as they grow up</i>	Changing bodies <i>I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.</i>	Healthy choices <i>I can make informed choices in order to look after my physical and mental health</i>
Good night and good day <i>I know why it is important to get enough sleep</i>	Relationships and families <i>I understand that there are many different types of relationships and families</i>	Taking care of our bodies <i>I understand how to take care of our bodies</i>	Exercise right, sleep tight <i>I understand why getting enough sleep and exercise is important</i>
Cough, splatter, sneeze <i>I understand the importance of hygiene and what to do if I feel unwell</i>		Changing emotions <i>I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings</i>	How we think and feel about our bodies <i>I understand what a positive body image is</i>
Choices everywhere <i>I know how to make better choices and choose healthy habits</i>		Just the way you are <i>I recognize that many things affect the way we feel about ourselves and I understand that there is no such things as an ideal kind of body.</i>	
Relationships and choices will be taught organically throughout the whole year. Especially out on the playgrounds, PE lessons and assemblies focused on areas of bullying, internet safety and relationships.			
Topics that can be taught in Science lessons, which ensure there is enough time to cover these areas.			

	Year 7	Year 8
Families	<ul style="list-style-type: none"> that there are different types of committed, stable relationship and these might contribute to happiness and bringing up children. how to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend; and, how to seek help or advice, including reporting concerns about others. 	<ul style="list-style-type: none"> what marriage is, including its legal status. why marriage is an important choice and must be freely entered into. the characteristics and legal status of other types of long-term relationships.
Respectful relationships	<ul style="list-style-type: none"> the characteristics of positive and healthy friendships 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, race, religion, sexual orientation or disability, can cause damage about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. 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. 	<ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
Additional Curriculum – Reproduction is covered in Science lessons, by their teacher. It is then supported in PSHE lessons		
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> 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. The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility. The facts about the full range of contraceptive choices, efficacy and options available. The facts around pregnancy including miscarriage. There are choices in relation to pregnancy (IVF) 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. 	

Additional Curriculum across ALL YEAR GROUPS

Being safe	<ul style="list-style-type: none"> • The appropriate boundaries in friendships with peers and others (including in a digital context). • 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. • 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.
Online and media	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online. • about online risks, particularly that any material someone provides to another has the potential to be shared online and the difficulty of 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 (i.e. pornography) presents a distorted picture of sexual behaviours • how information and data is generated, collected, shared and used online.

Resources:

Like the PSHE curriculum, RSE will be taught in different ways, lessons given by Form Tutors, Assemblies given by Head of Years and the Senior Management Team, covered across the curriculum in different subjects as well as weekly 45-minute timetabled lessons (Y5-8).

Form teachers/tutors have access to all the RSE resources located in SharePoint. Further, they also have a bounded copy in their classrooms. Further, teacher/tutors are encouraged to create and/or amend resources accordingly to suit the boys in their class and then share these with each other. The RSE Co-ordinator will update resources regularly, and look through any shared content.

The resources that may be used, including:

- Stories and books which will be kept in the classrooms from Years 1 – 4 and in the school library
- DVDs/online videos
- Lesson content will always use materials and resources from the PSHE Association as well as educational providers: Beyond.

Monitoring and evaluating

The RSE coordinator will be checking in with the teachers involved in delivering the RSE curriculum to ensure it has been covered. Teachers who deliver the content will evaluate the effectiveness of the curriculum and boys understanding through discussions in class as well as supportive worksheets/learning journals.

Any areas that need adapting will be looked at and amended accordingly.

Assessment and evidence

Like the assessment and evidence for PSHE, there is no formal assessment throughout the year. The aim of RSE is to ensure boys understand Relationships and Sex Education to prepare them for the wider world. Therefore, evidence of understanding and progress can be gathered in the following ways (PSHE Policy);

- Self-assessment during lessons to show progress before and after (use of quizzes, checklists, questionnaires, written work).
- Displayed work (including inspiration quotes said by pupils during PSHE sessions or 'Votes for Schools').
- Peer assessment (evaluated by Form Tutor/Teacher). This can include role play.
- Teacher assessment.
- Courteous, respectful and kind behaviour around the school.
- Write ups for the school magazine about what pupils have gained from a particular session/assembly/guest speaker.
- Showing a greater understanding/empathy for those both inside and outside the school community (these are rewarded with a house point system published on school reports and allow boys to earn a Citizenship Badge to wear on their blazer with pride in Years 5-6 and Responsibility and Citizenship ties in Years 7 - 8)

- The ability for the boys to form trusting, kind and respectful relationships with one another and teachers
- Demonstrating that they understand how their actions can affect those around them, and the consequences and benefits of their own behaviour

The Head of PSHE and RSE will collect evidence of boys' progression across the academic year.

Associated Policies

PSHE Policy

Equal Opportunities Policy

Safeguarding and Child Protection Policy

E Safety Policy