



Arnold House School

Relationships and Sex Education Policy (From April 2021)

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| Dated: | January 2021 |
| Updated by: | Mrs P. Lee-Besisira |
| Reviewed by: | Headmaster/SS/FPY |
| Reviewed by | Board of Governors: |
| Consultation: | With parents/carers |
| Next review: | December 2022 |

Policy Review

This Relationships and Sex Education (RSE) policy will be reviewed on biennial basis in consultation with Governors, staff and parents.

Although Arnold House has always included elements of relationships and sex education 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 Ethos:

At Arnold House we believe that the essential aim of RSE 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 RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils; preparing them for the opportunities, responsibilities and experiences of adult life.

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

Relationships education defined

Years 1-6 (Primary) - learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.

Years 7 and 8 (Secondary) - learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and intimate, sexual and committed relationships.

Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future (National Children's Bureau, 2020).

Sex education defined

Years 7 and 8 (Secondary)

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 (National Children's Bureau 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.
- To 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:

Active engagement in learning is 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 supportive learning environment will be created by establishing ground rules which demonstrate respect and understanding. Staff teaching RSE will ensure boys receive appropriate guidance and 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, 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.

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.

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, abuse 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.

Confidentiality:

Where a boy makes a disclosure to a member of staff relating to sexual or relationship issues they will be made aware that teachers cannot offer unconditional confidentiality and are assured that their best interests will inform decision making. Boys will be reminded that if confidential information needs to be shared they will be informed first before additional support or next steps are taken.

Teachers will be reminded that they cannot offer unconditional confidentiality to boys, as is the case with Safeguarding and Child Protection matters.

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, they will seek the advice of the pastoral team before following up.

Parents' right to withdraw their son from sex education:

Parents will not be able to withdraw their son from relationships education that is taught in Years 1-8.

They will not be able to withdraw their son from the sex education taught in Years 1-6, as that is part of the statutory science curriculum.

They will, however, have the opportunity to withdraw their son from sex education in Years 7 or 8 (other than the sex education covered in the Science curriculum).

Before granting a parental request to withdraw their son from sex education in Years 7 or 8, the Headmaster, Deputy Headmaster Pastoral, or Senior Master will discuss the matter 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.

Sex Education Curriculum taught as part of the statutory Science Curriculum (your son will not be able to be withdrawn from these areas of study)

| Year | Objective | Where is it covered |
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| 1 | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Form Time Science |
| 2 | Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene | Form Time Science |
| 3 | Basic anatomy, gender difference and hygiene. | Form Time Science |
| 4 | Stages of the human life – cycle Investigate perception of being grown-up and associated responsibility | Science |
| 5 | Identify and name external sexual parts of the body Describe the main changes that happen during puberty Recognise how media, family and friends influence body image | Form Time Science IT |

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| 6 | Identify and name internal sexual parts of the body Discuss emotions associated with puberty Explain aspects of personal hygiene relevant to puberty | Science |
| 7 | Describe media messages regarding body image. Know how a baby is conceived. | Science IT |
| 8 | Identify how hormones affect boys/girls. | Science |

Sex Education taught in Years 7 and 8 (as part of RSE Curriculum) – you may request to withdraw your son from these areas of study

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| 7 | Understand how relationships change during adolescence Recognise how media portrays relationships (intimate and non-intimate). | Form Time Science IT |
| 8 | Know the legal age for sex and marriage. Know what safe sex is and identify infections that can be caught from engaging in unsafe sex (Boys are vaccinated for HPV in the Michaelmas term, therefore it would be good for boys to understand the purpose of the vaccination). Identify sexual health services for contraception and treatment. | Science |

Relationships Education (Years 1-6) (Cross-curricular: with PSHE) - your son will not be able to be withdrawn from these areas of study

| Area | Objective | Where is it covered |
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| Families and people who care for me | Families are important for children growing up because they can give love, security and stability. 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. | Form Time Assemblies PSHE Vote for schools |

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| | <p>Others' families may sometimes look different from their own family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>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.</p> <p>Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> | |
| Caring friendships | <p>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.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Conventions of courtesy and manners.</p> <p>Importance of self-respect and how this links to their own happiness.</p> <p>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.</p> <p>Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> | <p>Form Time Assemblies PSHE Vote for schools</p> |
| Online relationships | <p>People sometimes behave differently online, including by pretending to be someone they are not.</p> <p>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.</p> | <p>Form Assemblies PSHE Vote for schools IT</p> |

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| | <p>Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p> | |
| Being safe | <p>The appropriate boundaries in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p> | <p>Form Assemblies PSHE Vote for schools IT</p> |

Relationships Education Y7 and 8 (Cross-curricular: with PSHE) - your son will not be able to be withdrawn from these areas of study

| Area | Objective | Where is it covered |
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| Families | There are different types of committed, stable relationships and how they might contribute to human happiness and their importance for bringing up children. | Form Time Assemblies PSHE Vote for schools |

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| | <p>What marriage and civil partnership is and why it is an important relationship choice for many couples and why it must be freely entered into.</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> | |
| Respectful relationships, including friendships | <p>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.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>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.</p> <p>Types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> | <p>Form Time Assemblies PSHE Vote for schools IT</p> |
| Online and media | <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>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.</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>What to do and where to get support to report material or manage issues online.</p> <p>The impact of viewing harmful and/or inappropriate content.</p> <p>How information and data is generated, collected, shared and used online.</p> | <p>IT</p> |

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| Sexual Reproduction and body change during adolescence | <p>Know the male and female reproductive organs and understand where the sperm and egg is produced.</p> <p>Be able to explain the journey of the sperm to the egg and that fertilisation takes place in the women's fallopian tube.</p> <p>The development of a baby inside the womb and the challenges it can face.</p> <p>Understand the women's menstrual cycle.</p> <p>Physical and emotional changes during adolescence.</p> | Science |
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Monitoring and evaluating

The RSE Coordinator will attend pastoral team meetings as appropriate to monitor and evaluate the RSE programme, its quality, effectiveness and benefit to the boys. Amendments to the policy will be raised and discussed in staff meetings as appropriate.

Any areas that need adapting will be looked at and amended in the dated policy.

Associated Policies

- PSHE policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy