

# Newland House School



## **Relationship Education, Relationship and Sex Education (RSE) and Health Education Policy**

**This Policy applies to all parts of the School including the Early Years Foundation Stage**

<b>Updated:</b>	<b>November 2021</b>
<b>Updated by:</b>	<b>Head</b>
<b>Authorised by:</b>	<b>Chris Skelton, Head Governing body</b>



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## 1. Rationale

- 1.1 The DfE guidance document (Personal, social, health and economic education- updated February 2020) gives schools ownership of developing their own PSHE curriculum with regards to the needs to the children at their school. This includes the Relationships Education, Relationships and Sex Education and Health Education sections.
- 1.2 When designing the Newland House PSHE curriculum (including Relationships Education, Relationships and Sex Education and Health Education), we paid particular regard to section 78 of the Education Act 2002 to ensure that we are preparing pupils at the school for the opportunities, responsibilities and experiences of later life.
- 1.3 In addition, we ensured that within the programme we encourage children to respect other people, with particular regard to the protected characteristics under the Equality Act 2010.
- 1.4 We have also taken into account the '*Every Child Matters*' government initiative, which states that every child has a right to:
  - Be healthy
  - Stay safe
  - Enjoy and achieve
  - Make a positive contribution
  - Achieve economic well-being.
- 1.5 Personal, social and health and economic (PSHE) education is a planned developmental programme of learning through which children and young people acquire the knowledge, skills and understanding they need to lead now and in the future. It is essential that pupils can reflect on how learning is relevant to them and can be applied to their own lives. As part of a whole school approach, PSHE develops qualities and attributes pupils need to thrive as individuals, family members and members of society.
- 1.6 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, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

## **2. Delivery of the Relationship Education, Relationship and Sex Education (RSE) and Health Education Programme**

- 2.1 The School is delivering Relationships and Health Education for all children from Nursery to Year 6 and RSE and Health Education to children in Years 7 and 8. This was delivered within PSHE lessons as part of the School's PSHE programme for the first time during lessons in the Summer term 2021. Please see Appendix 1 and 2, for the details of what will be included as part of this programme.
- 2.2 We value the importance of RSE to help and support pupils through their physical, emotional and moral development. It is our philosophy that all pupils experience a planned programme of RSE appropriate to their age and maturity that offers them the opportunity to explore attitudes and values and develop personal and social skills, as well as learning the facts necessary for life. Sex education must be placed in the context of morals, values and family life.
- 2.3 We recognise the partnership between home and school and the involvement of parents, teachers and the governing body in this important area of personal development and for effective RSE. However, parents have the right to withdraw pupils from lessons and cultural and religious issues must be taken into account.

## **3. Teaching and Learning**

- 3.1 A range of teaching strategies is used at Newland House School to provide the breadth of effective learning opportunities for all pupils and to meet the Relationship Education, Relationship and Sex Education (RSE) and Health Education requirements. We place emphasis on active learning by including children in discussions, investigations, thinking skills and problem-solving activities, negotiation and case studies. Pupils thus develop their knowledge, skills and understanding by working together on school and community projects, making decisions, taking responsibility and reflecting on their experiences.
- 3.2 To facilitate pupils learning in Relationship Education, Relationship and Sex Education (RSE) and Health Education:
- Appropriate learning experiences are planned which meet the needs of all the pupils in the class
  - The purpose of each lesson is made clear – learning objectives are written on the board at the beginning of the lesson.

- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practice and demonstrate skills, attitudes and knowledge and understanding.
- Time is given for pupils to reflect, consolidate and apply their learning.
- In Pre-Prep, circle time is particularly effective and is used to encourage the participation of individuals as part of a large group, respect for everyone's views, talking and listening for all, the inclusion of all adults and pupils, the sharing of ideas with the whole group and the opportunity for teachers to reflect on the effectiveness of their teaching approaches.
- A plenary activity is used to round off the lesson by drawing attention to what has been learnt. This is usually an oral activity, during which main points are summarised to review and reinforce the learning that has taken place in the main body of the lesson.
- Extension activities are provided as additional activities or follow-up work.
- Pupils are encouraged to take responsibility for their own learning and record their progress.
- Attention is given to developing a safe and secure classroom environment.

### 3.3 All teachers are encouraged to develop a range of teaching methods to allow for effective learning:

- Effective starting and ending strategies
- High order questioning
- Climate building and ground rules
- Values clarification
- Providing activities that allow for information gathering and sharing
- Providing activities that allow for consensus building
- Providing activities that allow for thinking skills
- Use of case studies
- Providing activities that allow for problem solving and negotiation
- Providing activities that allow for understanding of another viewpoint
- Use of emotional Literacy - working with feelings, emotions and imagination
- Providing activities that allow for developing empathy for others and responding appropriately to the feelings of others
- Reflection, review and evaluation
- Use of circle time, particularly with the younger children
- Use of drama and role-play
- Use of video clips
- Use of classroom discussion

- 3.4 Effective organisation and management of children within a class, allows teachers the opportunity to establish working arrangements and rules for discussion, and ways of resolving conflict, particularly when potentially sensitive issues are addressed. Clear rules are established so that children feel safe with each other when they are discussing challenging and potentially divisive subjects such as feelings and relationships. They need to feel confident and comfortable to be able to express their ideas without fear of being laughed at or thought of as silly.

## **4. Differentiation**

- 4.1 Some of the activities in Relationship Education, Relationship and Sex Education (RSE) and Health Education may need to be differentiated to cater to the different levels of need in the classroom. This will be achieved in a variety of ways:
- Breaking down writing tasks into more manageable chunks, allowing pupils to deal with tasks more easily, for example, writing frames can be used to give structure to some of the tasks, such as making notes, fact sheets, diary entries and articles.
  - Presenting complementary adapted resources that cater for the different ability levels in the group.
  - Pitching group activities at different levels to cater for the varying ability levels in the group.
  - Providing more complex activities to stretch the more able pupils. Within Discovery Education, there is a variety of extension activities that provide appropriate work for some of the more able learners.

## **5. Special Educational Needs and/or Disabilities (SEND)**

- 5.1 At Newland House School, we ensure that Relationship Education, Relationship and Sex Education (RSE) and Health Education is accessible to all pupils regardless of their ability or disability. Teachers provide learning opportunities matched to the individual needs of pupils with special educational needs which takes into account the targets set for the children in their Pupil Support Plans. Whilst planning, staff will modify as necessary, the lesson plans to provide all pupils with relevant and appropriately challenging work in order to provide a more inclusive curriculum while setting suitable challenges, responding to pupils' diverse special educational needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils. We place strong emphasis on skills development and attitudes. All pupils and their contributions are valued. Each member of staff should ensure that any work set is differentiated to support the needs of all pupils.

5.2 There is a variety of ways of achieving this, depending on the pupils' special educational needs and disabilities by:

- Introducing new words explicitly, for example the starter activities often suggest writing key terms and definitions on the board
- Letting pupils present their work in a different way, thus making allowances for their learning difficulties for example, completing mind maps instead of writing a fact sheet
- Encouraging pupils to use visual representation to make useful points, making a leaflet, designing a poster
- Allowing pupils to present their ideas orally where possible
- Not presenting large amounts of text to pupils who have low reading ages as this will lead to frustration and boredom and lower self esteem
- Encourage pupils to word process their work where possible which will allow them to check grammar and spelling and improve presentation which in turn will boost confidence and self-esteem
- Liaising with the Head of Learning Support to acquire information on pupils' reading ages, plus any additional information on pupils with learning difficulties/disabilities
- Reviewing the needs of the pupils with special educational needs and learning disabilities regularly to ensure their needs are being met in the Relationship Education, Relationship and Sex Education (RSE) and Health Education lessons.

## **6. More Able pupils**

6.1 Whilst much emphasis is placed on pupils who need extra support, teachers also provide additional opportunities for pupils who are identified as More Able to take responsibility, develop leadership skills, think creatively and use their talents.

6.2 In mixed ability classes, teachers will provide extension and reading materials and encourage pupils to follow topics independently for those who need to be stretched further.

## **7. Equal Opportunities**

7.1 Every pupil is given the opportunity to achieve the highest possible standards and we ensure that all children, irrespective of their ethnicity, culture, religion, language, disability, attainment and ability, age, disability, gender or background, have equality of access to learning. We seek to promote equal opportunity and fair treatment for all thereby, allowing all pupils to achieve the level of success and self-respect to which they are entitled. Pupils are provided with positive images of race, gender and disability.



- 7.2 The curriculum we offer encourages the pupils to develop positive attitudes about themselves, as well as people who are different from themselves. It encourages them to empathise with others and develop the skills of critical thinking. We recognise that children have different learning styles and make appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities and that the opportunity to play certain roles within activities are shared fairly and equitably among the group.

## **8. Assessment, recording and reporting**

- 8.1 We assess the children's work in Relationship Education, Relationship and Sex Education (RSE) and Health Education by making informal judgements through observation during lessons. We have clear objectives of what pupils will know, understand and be able to do at the end of each key stage and opportunities for children to reflect on their own progress is identified.
- 8.2 Continuous assessment forms an important and integral part of the Discovery Education schemes of work.
- 8.3 However, it is important that there are oral assessments as well as written, so that all pupils can be assessed whatever their literacy skills. Many of the writing activities can be adapted and done orally. There are also opportunities to share what they have learnt in class discussions. This can also be used for assessment, for example, there will be an opportunity to assess their understanding of an article on racial discrimination during a class discussion.
- 8.4 Role-play also offers pupils the chance to assess pupils' understanding and skills for example handling peer pressure and to assess their understanding of strategies for saying 'no'. Similarly, role-play can be used to assess their understanding of the differences between assertive, aggressive and passive behaviour.
- 8.5 An important component of the Relationship Education, Relationship and Sex Education (RSE) and Health Education course is that pupils should reflect on what they have learned. To facilitate this reflection, the Discovery Education schemes of work have set activities that allow this to happen.
- 8.6 Pupils are encouraged to keep records of their contribution to the life of the school and the community as well as their personal achievement. Formal examinations are not set in PSHE and there is no formal reporting. The assessments that are made of pupil achievement are positive and record achievement in the widest sense. Evidence that is collected to show the learning that has taken place includes displays, quizzes,

questionnaires, posters, self-assessment sheets, contribution to discussions, group work and debate, written work, articles for the school magazine and photographs of events.

- 8.7 Celebration of achievement contributes to building pupils' self-esteem, developing a sense of community and belonging and helps create a positive atmosphere in school and develops pupils' sense of pride. Children's successes and achievements are reported and recorded in a number of ways. House points are awarded for recognition of good and improved work. Helpfulness, kindness and consideration are also rewarded.

## **9. Time allocation and staffing**

- 9.1 One thirty-five-minute lesson is allocated to PSHE in Years 1 and 2 within which Relationship Education, Relationship and Sex Education (RSE) and Health Education is taught. Class teachers are responsible for the delivery of these lessons. In the Foundation stage, there are no formal timings in Reception or Nursery. Teachers are encouraged to respond to the needs of the class daily, use circle time and adapt other whole class sessions as necessary to address matters.
- 9.2 One fifty-minute lesson each week is allocated to PSHE from Years 3 to 6 within which Relationship Education, Relationship and Sex Education (RSE) and Health Education is taught. Form teachers are responsible for teaching the subject. The lessons are also supplemented by a form period each week and assemblies. In Years 7 and 8, one thirty-minute lesson is dedicated to the subject.

## **10. Partnerships with parents**

- 10.1 The School engaged closely with parents as part of the roll-out process. Details the programme were communicated to them and the School hosted a parental workshops too.
- 10.2 Parents will retain the right to remove their child from the sex education lessons that form part of the programme.

## **11. Monitoring and Review**

- 11.1 The planning and co-ordination of the teaching of Relationship Education, Relationship and Sex Education and Health Education is the responsibility of the Head of PSHE who:
- is responsible for monitoring the quality of teaching in this subject

- supports colleagues in their teaching by keeping informed about current developments in the subject and providing a strategic lead and direction for Relationship Education, Relationship and Sex Education and Health Education
- uses allocated, regular management time to observe Relationship Education, Relationship and Sex Education and Health Education lessons across the school.
- orders and monitors resources.
- updates the policy annually to reflect changes to legislation, compliance updates or good practice initiatives.

## **12. Resources**

12.1 At Newland House School, resources for the teaching of Relationship Education, Relationship and Sex Education and Health Education are kept in central storage areas on the School's intranet and virtual learning area. We use Discovery Education's Health and Relationships programme as our scheme of work and this includes links, websites, video clips as well as worksheets.

## **13. Safeguarding**

13.1 Teachers cannot and should not promise total confidentiality within Relationship Education, Relationship and Sex Education (RSE) and Health Education lessons. The nature of the subject is such that teachers may find themselves party to personal information, which does not normally surface within the school environment. When a pupil discloses information, which is sensitive and not generally known and which the pupil asks not to be passed on, the request will be honoured unless child protection issues, police investigation or the need for referral to external services becomes apparent.

## **14. Areas for further development**

14.1 The following are areas for future development at Newland House:

- Successful implement of the new Health and Relationships programme of study.
- Supporting form and class teachers with the delivery of the Relationships and Health Education (Nursery to Year 6) and RSE and Health Education (Years 7 and 8) components of the programme

## **15. Dissemination of the policy and review**

- 15.1 This document is a statement of the aims, principals and strategies for the teaching and learning of Relationship Education, Relationship and Sex Education (RSE) and Health Education. It will be regularly reviewed to reflect the changes to legislation, compliance requirements and best practice advice from the Department for Education. This policy should be read alongside the PSHE Policy.

## Appendix 1 - Relationships and health education content that will have been taught to children by the end of year 6<sup>1</sup>

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>

<sup>1</sup> Source: Relationships Education, Relationships and Sex Education (RSE) and Health Education- Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leaderships teams, teachers (2020)

<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>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.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>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.</li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>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.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>

<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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## Appendix 2 - Relationships and sex education and health education content that will have been taught to children in years 7 and 8 in age-appropriate way<sup>1</sup>

<b>Families</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• 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.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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.</li> </ul>
<b>Respectful relationships, including friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>



<b>Online and media</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p>
	<ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• 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).</li> </ul>

<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
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