



Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

Relationships & Sex Education Policy

A. RATIONALE

This policy is a statement of the aims, principles and processes for Relationships and Sex Education (RSE) at Castle Newnham School.

At Castle Newnham we believe that children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. High quality, evidence-based and age-appropriate teaching of RSE can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable us to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

We believe that RSE is the entitlement of all young people and we are committed to deliver it within the context of a broad and balanced programme of health education. As of September 2020, Relationships Education is compulsory in all primary schools in England, Relationships and Sex Education (RSE) is compulsory in all secondary schools and Health Education is compulsory in all state-funded schools.

Within RSE we support pupils in learning about different protected groups and promoting equality and respect. It must be taught sensitively and inclusively, with respect to the backgrounds and the beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

Relationships Education (Primary)

At Castle Newnham, the focus in primary should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults, including online.

Health Education (Primary)

Alongside relationships, we believe that children should learn about the emotional, social and physical aspects of growing up which includes puberty, body ownership and safeguarding. Although we refer to our resources as relationship education, they also include elements of health education. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Relationships and Sex Education (RSE) (Secondary)

At secondary, RSE builds on the knowledge acquired at primary and further develops pupils' understanding of what a healthy relationship looks like; what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. Pupils are introduced to knowledge about intimate relationships, resisting pressure to have sex (and not applying pressure) and how to keep healthy, including sexual health and contraception. Pupils learn about the positive effects that good relationships have on their mental wellbeing and how to help themselves keep healthy and safe, both on and off line.

Confidentiality

In line with our Child Protection and Safeguarding Policy, teachers and health professionals are unable to offer absolutely confidentiality. Staff will ensure that children are aware of the different boundaries of confidentiality when beginning RSE work with them. Staff will act in their pupils' best interests which may involve sharing information if a child is at risk of harm. Pupils will be told if information is to be shared (unless the pupil has significant special needs which would make this inappropriate) and will be offered appropriate support. See our Safeguarding and Child Protection Policy for further details.

Legislation

The Children and Social Work Act 2017 Section 34 provides for relationships and sex education to be taught in all schools in England.

Equality Act 2010

The policy links to:

- Teaching and Learning Policy.
- Child Protection and Safeguarding Policy
- PSHE Policy
- Equality Policy
- Anti-bullying Policy
- E-Safety Policy

B. AIM

Our aim with RSE is to help young people to be safe, healthy and happy as they grow up and to help our pupils make the right choices, develop confidence and self-esteem in their future lives.

1. to ensure that RSE is an identifiable part of our PSHE education curriculum, which has planned lessons across all the Key Stages
2. to ensure RSE is taught by staff who are regularly trained in RSE with expert visitors invited in to enhance and supplement the programme where appropriate
3. to work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
4. to deliver lessons where pupils feel safe and encourage participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills in a sensitive and age-appropriate way.
5. to ensure that lessons are based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
6. to promote safe, equal, caring and enjoyable relationships and to discuss real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.

7. to give a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
8. to meet the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities (SEND)

C. PRINCIPLES

The principles and values which underpin good quality RSE at Castle Newnham School should:

1. be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age of the pupils.
2. be provided within a learning environment which is safe for the pupils and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.
3. include the development of skills to support healthy and safe relationships and ensure good communication about these issues.
4. provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
5. be accurate and factual, covering a comprehensive range of information about relationships, sex, the law and sexual health.
6. be positively inclusive in terms of sex, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
7. promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
8. ensure our pupils are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
9. be relevant and meet the needs of our pupils, and actively involve them as participants, advocates and evaluators in developing good quality provision.
10. be delivered by competent and confident teachers and guest speakers.
11. assess pupils' progress and learning in RSE regularly against the appropriate learning outcomes, using a variety of methods.
12. be delivered in mixed ability and mixed sex groups. When appropriate some teaching may take place in single sex groups.

D. PROCESSES – Reception - Year 6

RSE is taught during PSHE lessons using Jigsaw's scheme of work. While lessons are primarily delivered by class teachers or senior leaders, staffing and cover constraints may occasionally require cover supervisors to lead them. In these lessons, pupils have the opportunity to learn about:

- Families and people who care for me
- Caring Friendships
- Respectful friendships
- Online relationships
- Being Safe

Primary pupils are taught the following topics:

In EYFS:

- Family and friends
- My emotions
- Identities and diversity

In Year 1:

- Family and friends
- Parents, carers and families
- Diversity and communities
- Personal safety
- Anti-bullying
- Growing up

In Year 2:

- My emotions
- Personal responsibilities
- Parents, carers and families
- Anti-bullying
- Growing up

In Year 3:

- Family and friends
- Diversity and communities
- Anti-bullying
- Body awareness and image (health education)
- Body functions, changes and personal hygiene (health education)

In Year 4:

- My emotions
- Personal responsibilities
- Parents, carers and families
- Anti-bullying
- Growing up (health education)

In Year 5:

- Identity, stereotypes and media influence
- Personal responsibility and safety
- Family and Friends
- Managing changes
- Emotions
- Relationships and support networks
- Anti-bullying
- Body knowledge, changes and personal hygiene (health education)

In Year 6:

- Identity, stereotypes and media influence
- Personal responsibility and safety
- Family and Friends

- Managing changes
- Emotions
- Relationships and support networks
- Anti-bullying
- Body knowledge, changes and personal hygiene (health education)

E. PROCESSES – Year 7 - Year 11

For guidance we refer to the core theme of Relationships in the PSHE Association's Programme of Study for Key Stage 3 and 4. RSE is taught during PSHE lessons which take place in Core time and is delivered by Core Tutors; there may be times when cover implications means that RSE is delivered by Cover Supervisors. In RSE lessons pupils have the opportunity to learn about:

- Healthy relationships
- How to recognise and manage emotions within a range of relationships
- The concept of consent
- How to make informed choices about sexual health including contraception
- How to keep themselves and others safe, including protection for sexually transmitted infections
- How to identify and access help, advice and support.

In every year group pupils are taught the signs of abuse within a relationship at an age-appropriate level (either intimate or otherwise) and where to seek support and help if they feel they or someone they know is at risk.

In Year 7 pupils are taught the following topics:

- Relationships including friendships and bullying
- Puberty and keeping safe including self-checking for lumps for breasts and testicles
- Families and Changing Relationships
- The concept of consent in all relationships including non-intimate ones
- Relationships online, including how to protect themselves and who to look to for support
- Managing challenging content in the media and how this impacts their own views and ideas
- Female Genital Mutilation
- Forced marriage

In Year 8 pupils are taught the following topics:

- Sexualised media, sexualised behaviour and harmful sexual behaviour
- Pressure and consent - how to give consent and how to ask for it and how to avoid assumptions
- Healthy and unhealthy relationships including intimate ones
- Abstinence as a valid choice in sexual relationships
- Danger of sharing of nudes

- Introduction to contraception
- Preventing gender-based violence
- Identity and diversity

In Year 9 pupils are taught the following topics:

- Relationship values
- Freedom and capacity to consent
- Contraception and sexual health
- Managing the ending of relationships
- Deepfakes
- Danger of sharing nudes
- Misogyny

In Year 10 pupils are taught the following topics:

- Deepfakes
- The danger of sharing nudes
- How chatbots impact relationships
- Bullying and challenging bullying
- Extremism
- The role of intimacy and pleasure in a relationship
- The impact of pornography
- Pressure, persuasion, coercion and consent
- Female Genital Mutilation
- Forced Marriage

In Year 11 pupils are taught the following topics:

- Healthy relationships, coercive relationships and where to seek help for unwanted attention
- Power and control
- Contraception and sexual health
- Long term commitments and the legal status of marriage
- Pregnancy choices and outcomes
- Parenting

Explanation of the right to parental right to withdraw:

Under the Children and Social Work Act 2017, parental rights to withdraw from RSE are:

The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum. There is no right to withdraw from relationships education or health education.

Parents/carers have the legal right to withdraw their children from some or all of sex education up to and until three terms before the child turns 16 (with the exception of the biological aspects included in the national curriculum for science).

A. MONITORING, ASSESSMENT & EVALUATION

In order to monitor, assess and evaluate RSE at Castle Newnham teachers will:

- a. critically reflect on their work in delivering RSE through PSHE meetings.
- b. give pupils opportunities to review and reflect on their RSE learning during lessons and consider pupil feedback
- c. give pupils regular self-assessment tasks in order to monitor pupil progress
- d. keep parents/carers informed and consult regarding RSE lessons so that they are given every opportunity to understand the purpose and content of relationships education and RSE.
- e. consult parents in developing and reviewing the RSE policy ensuring that it meets the needs of pupils and parents and reflects the community they serve.
- f. work with a nominated governor who will have a link role between school and the governing body.

Appendices:

Relationships Education, Relationship and Sex Education (RSE) and Health Education guidance 2025

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

The policy will be reviewed every year by the Senior Leadership Team.