

Relationship and Sex Education Policy Document for Vinehall School

Policy Formation

This policy document outlines and explains the teaching of Relationships Education, Relationships and Sex education (RSE) [previously known as SRE] at Vinehall School. It was first drafted in April 2003 by the then Head of PSHE, Mrs J Dix, in consultation with the Head teacher, staff and governors. It was ratified and agreed in July 2003. The policy will be reviewed and updated with the Personal, Social, Health and Economic Education with Citizenship policy document on an annual basis. It is currently under review by the current Head of Life Skills (PSHE), Mr Dominic Britt, in accordance with the latest guidance from the Department for Education, the Head of Science and the School Nurse. The Jigsaw Approach has been put into place and is included in the Life Skills Schemes of Work, however these lessons are only to be delivered after consultation with the aforementioned staff and after assessment of suitability for Vinehall School.

In March 2017, Justine Greening then Secretary of State for Education, made this announcement:

“I am today announcing my intention to put Relationships and Sex Education on a statutory footing, so every child has access to age appropriate provision, in a consistent way. I am also announcing my intention to take a power that will enable me to make PSHE statutory in future, following further departmental work and consultation on subject content.

The amendments that the Government will table to the Children and Social Work Bill place a duty on the Secretary of State for Education to make regulations requiring:

- *All primary schools in England to teach age-appropriate ‘relationships education’; and*
- *All secondary schools in England to teach age-appropriate ‘relationships and sex education’*

The amendments also create a power enabling the Government to make regulations requiring PSHE to be taught in academies and maintained schools – it is already compulsory in independent schools. By creating a power on PSHE, we are allowing time to consider what the right fit of this subject is with Relationships Education and Relationships and Sex Education.

The statutory guidance for Sex and Relationships Education was introduced in 2000 and is becoming increasingly outdated. It fails to address risks to children that have grown in prevalence over the last 17 years, including cyber bullying, ‘sexting’ and staying safe online.

Parents will continue to have a right to withdraw their children from sex education. Schools will have flexibility over how they deliver these subjects, so they can develop an integrated approach that is sensitive to the needs of the local community; and, as now, faith schools will continue to be able to teach in accordance with the tenets of their faith.”

Furthermore, then Secretary of State Damian Hinds added in 2019

“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 and Sex Education compulsory for all pupils receiving secondary education... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”
DfE Guidance p.8.

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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.”

“This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword, DfE Guidance 2019 p.4-5.

The School believes strongly in the sentiment put forth by both secretaries and will do all it can to make this a possibility for all children in its care, whatever their own personal circumstances.

Definition, Philosophy and Purpose

RSE at Vinehall is underpinned by the Christian ethos and values of the school (as outlined in the Handbook for Parents and Pupils) and it is an entitlement for all pupils. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets our pupils’ needs.

Relationships education for primary education and relationships and sex education for secondary education (all covered by the term RSE) is part of Life Skills (PSHE) in the context of a broad and balanced curriculum, intended to provide pupils with what they need to know to be safe and healthy, and to understand how to manage all aspects of their lives in a positive manner. It comprises learning about the importance of family life and a child’s upbringing; safety in forming and maintaining relationships; what healthy relationships consist of and how relationships may affect wellbeing, both mental and physical and the concepts of marriage and civil partnership and the positives they bring. The education provided is appropriate both for the age and developmental stage of the pupils and is taught with respect to the backgrounds and beliefs of all within the community, with the aim of providing pupils with the knowledge they need of the law.

Sex education, as part of RSE in secondary education covers intimate relationships and what the law says about sex, relationships and young people. It also covers broader safeguarding themes and the use of technology in an evolving world. All of these themes have to be covered by the end of secondary education and are not all covered in Year 7 and 8 at Vinehall. Appropriateness of the themes chosen is reviewed regularly.

Sex education is not compulsory in primary schools. However, the RSE programme also contains elements of the statutory science curriculum (*see Science Department Policy and Scheme of Work and DfEE Sex and Relationship Guidance pages 19, 20 and 21*) from which parents and carers cannot withdraw their children.

Co-ordination and Planning of RSE

The Head of Life Skills, Mr Dominic Britt, is responsible for the overall planning, implementation and review of the RSE programme. He monitors the planning and delivery of content, provides

appropriate resources and offers guidance and support in the delivery and assessment of RSE. He liaises with external support agencies and may lead, organise or inform staff and the wider community of training and current issues. The content planned is delivered through designated Life Skills curriculum lessons and in cross-curricular settings such as science, RE, humanities and English. It is also recognised that staff, particularly within the boarding house, may be required to talk through certain issues with the pupils, either as a group or with individuals and these discussions will be based on the RSE policy.

Equal Opportunities

“SRE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives”
DfEE SRE Guidance, 2000

All pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties but we aim to ensure that all pupils have equal access to the curriculum. Class teachers are responsible for ensuring that such differentiation as is appropriate for a group or individual is included within their lesson planning and preparation.

The RSE teaching takes place within mixed gender groups although there are planned opportunities for single gender sessions where gender specific issues can be discussed.

Vinehall School’s ethos is based upon Christian values and teaching. However, we recognise that the school community has cultural and religious diversity. We explore assumptions about different cultural beliefs and values and encourage activities that challenge stereotypes. Care is taken to ensure that a range of teaching materials and resources are used so that cultural diversity is reflected. We encourage discussion and consultation with parents and carers in order to ensure we consider cultural and religious concerns within our teaching. We also respect the right of our pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE.

We undertake to inform parents before a direct RSE topic is delivered so they can exercise their right for withdrawal from those lessons. The right of withdrawal is referenced later in this document.

Individual form teachers are responsible for ensuring that pupils who miss a specific RSE input due to reasons other than requested withdrawal are given the opportunity to catch up with the work in an appropriate setting.

As with all resources at the school, students with special educational needs and disabilities will be catered for and all materials appropriate for their individual circumstances.

The School will review materials regularly and ensure that the teaching of RSE is age-appropriate in content and will consider when it is appropriate to teach pupils about Lesbian, Gay, Bisexual and Transgender (LGBT). When taught, this material will be integrated as part of areas of curriculum and not delivered as discrete lessons.

Teaching and Learning Strategies

A variety of teaching strategies will be employed to deliver RSE and are outlined in more detail in the main PSHE and Citizenship policy document but the emphasis will always be on developing the pupil’s confidence so that they can actively participate and are involved with their learning within a safe and supportive learning environment. To enable this to develop:

- ground rules will be established.

- distancing techniques will be used.
- strategies for dealing with unexpected questions or comments will be planned and practised. (See DfEE Sex and Relationship Guidance 2000 p23)
- reflection will be encouraged.

Resources

As is stated in the PSHE and Citizenship policy, Vinehall has traditionally used the Jigsaw approach (up to Year 6) and so has been covering this material for a number of years in school. The decision has also been made to move formally into using this scheme in Year 7 and 8 (on top of other Citizenship material and work based on different faiths) to ensure continuity of pupils' ability to access high quality resources and content in this area. All resources are selected to ensure that they are consistent with Vinehall's values and ethos and support and deliver the RSE aims and objectives and this has led to that decision. Care is taken that they are matched to the age and maturity of the pupils with whom they are used. Materials used with the pupils are available to the parents and carers on request to the Head of Life Skills. Resources are also available to Governors when the policy is reviewed. Though specific content for year groups will be sent out in letter format to parents/carers in relevant year groups before the material is covered in class, the content areas associated with RSE in the different year groups throughout the school are listed below. This curriculum is constantly under review (even during term time) but nothing would be added that could be viewed as contentious before first communicating with parents.

The below includes a general reference to the types of topic taught at different times of the year throughout the school (with a more specific guide to the Summer Term.) It goes without saying that this list is all encompassing and so references to drugs, alcohol and any Sex Education only takes place at appropriate times in a child's time at the school.

Staffing for academic year 2020/21

Nursery/Kindergarten	Mrs Wolford (Lead)
Reception	Mrs McKnight
Year 1	Mrs Bennett
Year 2	Mrs Garwood
Year 3	Mrs Everist
Year 4	Mrs Barrett and Ms Linney
Year 5	Mrs Fulford and Mrs Percy-White
Year 6	Mr McKinnon and Mrs Platt
Year 7	Mrs Austen and Mr Smith
Year 8	Mr Borrows and Mr Britt

This synopsis of topics is designed to act as a brief guide across all age groups in school. All material covered is age-appropriate and some of these topics are only covered in the latter part of the school. Please see below for topics specific to each year group to be covered in Summer Term 2021.

Term	Puzzle (Unit)	Content
Michaelmas 1st Half:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.

Michaelmas 2nd Half:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included where age-appropriate) and understanding difference, Equality Act
Lent 1st Half:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Lent 2nd Half:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1st Half:	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2nd Half:	Changing Me	Includes Relationships in the context of coping positively with change

Stage of school / Year group	Topics covered in Life Skills that cover Relationships Education, Relationships and Sex Education (RSE) – Summer Term 2021
Nursery/Kindergarten	<ul style="list-style-type: none"> • My family and me! • Make friends, make friends, never ever break friends! • Falling out and bullying • Being the best friends we can be • My body • Respecting my body (healthy eating) • Growing up • Fun and fears (about moving up a year group) • Celebration (of time in Nursery/Kindergarten)
Reception	<ul style="list-style-type: none"> • My family and me! • Make friends, make friends, never ever break friends! • Falling out and bullying • Being the best friends we can be • My body • Respecting my body (healthy eating) • Growing up • Fun and fears (about moving up to Y1) • Celebration (of time in Reception)
Year 1	<ul style="list-style-type: none"> • Families • Making friends • Greetings • People who help us

	<ul style="list-style-type: none"> • Being my own best friend • Celebrating my special relationships • Life cycles • Changing me • My changing body • Learning and growing • Coping with changes
Year 2	<ul style="list-style-type: none"> • Families • Keeping safe – physical contact • Friends and conflict • Secrets (when and where to keep them) • Trust and appreciation • Celebrating my special relationships • Life cycles in nature • Growing from young to old • The Changing me • Assertiveness • Looking ahead (to next year)
Year 3	<ul style="list-style-type: none"> • Family roles and responsibilities • Friendship • Keeping myself safe online • Being a global citizen • Celebrating a web of friendships • How babies grow • Changes in the body • Family stereotypes • Looking ahead
Year 4	<ul style="list-style-type: none"> • Jealousy • Love and loss • Memory Box • Getting on and falling out • Girlfriends and boyfriends • My relationships with people and animals • Unique me • Circles of change • Accepting change
Year 5	<ul style="list-style-type: none"> • Recognising me • Safety within online communities • Being in an online community • Online gaming • My relationship with technology: screen time

	<ul style="list-style-type: none"> • Relationships and technology • Self and body image • Looking ahead to next year
Year 6	<ul style="list-style-type: none"> • What is mental health? • My mental health • Love and loss • Power and control • Being online: Real or fake? Safe or unsafe? • Using technology responsibly • My self-image • Puberty (boys and girls have separate talks) • Babies: Growth through pregnancy and birth • Boyfriends and girlfriends • Real self and ideal self
Year 7	<ul style="list-style-type: none"> • Positive qualities of healthy relationships • My changing supportive relationships • Getting on and falling out • Discerning external factors in relationships • Assertiveness in relationships • Ability to summarise behaviours that make relationships healthy or unhealthy • My changing body • Having a baby (responsibilities) • Types of relationship and their impact • Image and self-esteem • My changing feelings • Ability to summarise the impact of changes in puberty
Year 8	<ul style="list-style-type: none"> • Being in control of myself • Being in control of my relationships • Being in control of my personal space (online and offline) • Different types of relationship • What's in a relationship? • Looks and smiles (attraction) • Alcohol and risk • Ability to assess my opinions on relationships issues

Recording and Assessment

As part of the Life Skills programme, pupils will keep a folder of their work as a record of progress. They will complete self-assessment tasks and informal observation takes place during lessons so that the end of term reports are meaningful. Formal testing of information gained is not the norm within RSE lessons, however those elements that form the science curriculum are assessed, both through

class work and in school exams culminating in Common Entrance and Scholarship examinations to establish levels of knowledge and understanding.

Catch-up opportunities should also take place between Life Skills teachers and any pupil that misses lessons pertaining to RSE which would leave a fundamental gap in knowledge that could be detrimental to the educational development of a child.

Monitoring and Evaluation

In line with all subjects, the class teacher is responsible for evaluating lessons as an on-going task. Regular planning and evaluation meetings take place, both formally and informally, between the Head of Life Skills and other staff. Where appropriate, lesson observation and team teaching takes place. Pupils are given the opportunity to evaluate the resources and teaching methods at the end of each year.

Staffing

The Life Skills Department and the Science Department deliver the specific RSE teaching. However, no member of staff will be forced to deliver RSE if they are not confident in so doing. All staff within the school have a role to play in underpinning the aims and objectives of the RSE programme and as such should become familiar with its content, values and ethos. This is particularly the case with the staff involved with the boarding house.

Training and Development

Appropriate training will be provided for staff whenever necessary. Individual staff have a responsibility to keep themselves informed of new developments within RSE and to be aware of their own training needs.

Visitors

From time to time visitors, such as health professionals or mothers with babies, may be brought into the school to support areas of the RSE curriculum. They are a supplement to, not a replacement of the teacher-led curriculum. When they are used, the teacher will ensure that they have discussed and shared the planning, form and content of the input to be provided. The teacher will always be present during the session and will be responsible for the classroom management.

Visitors will be expected to follow the school guidelines on confidentiality and work within the school's value framework and RSE programme. On a one to one basis school nurses, doctors and local counselling services can offer confidentiality within their own professional guidelines.

Confidentiality

Vinehall School is committed to acting in the best interests of all the individuals within the school community. RSE should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all RSE lessons.

Pupils will be told that teachers can keep confidentiality except where the teacher is concerned about their safety or that of another child. Where appropriate, pupils will be informed of sources of confidential help. Teaching RSE can lead to pupil disclosure and all staff and visitors must be aware that they cannot offer unconditional confidentiality to children in the school. Staff must also be aware of the school's child protection and safeguarding procedures and local guidance from the Local Children's Safeguarding Board. Staff will reassure pupils that if confidentiality is to be broken, they will be told first and supported throughout.

Liaison with Parents and Carers

Parents and carers perform a key role in delivering RSE to their children but many can find this difficult. It is therefore important that the school works in partnership with parents and carers in the delivery of RSE. The RSE policy will be made available to parents and carers on request to the school and they will be encouraged to discuss any concerns with the Head of Life Skills.

Parents' right to request their child be withdrawn from Sex Education

The Department for Education guidance asserts:

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms”.

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to contact the Head of Life Skills who will be more than happy to help discuss any concerns and pass them on to the Headmaster where necessary.

If a decision is made to withdraw a child from any element of the curriculum, worthwhile alternative study will be provided for the child in question. Fulfilling activities complementing other themes covered in the Life Skills curriculum will be provided as an alternative.

Monitoring and Review

The governing body will monitor this policy on an annual basis. The next review of this document will be September 2021.

Policy updated by D Britt - March 2021