



RSE Policy

Version 1:0

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Approved by:

Date:

Introduction

This policy outlines the teaching of Relationships and Sex Education at Sallygate School and is written to reflect requirements detailed in the Department for Education Statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.

RSE is a key aspect of Personal, Social and Health Education at Sallygate School and is embedded into the school PSHE curriculum, written in line with the PSHE Association programme of Study. Relationships Education and SRE are taught across the school, in both primary and secondary departments of the school.

RSE at The Sallygate School

Pupils at The Sallygate school typically have:

- been excluded from one or more schools
- have had long periods away from school at some time
- been educated at home or in a unit, probably on a part time basis
- low self-esteem and self-confidence, both academically and emotionally
- experiences of early childhood trauma and attachment difficulties

Due to this, pupils often arrive with gaps in their knowledge and understanding, requiring them to learn at a lower age-related stage than they would in a mainstream environment. With this in mind, The Sallygate School curriculum is divided into stages, rather than age related school years so that pupils access their learning at the level that is relevant to them, allowing them to learn the content that they need to in a safe and supported environment and providing opportunities to bridge identified gaps in learning.

Where pupils are learning at a lower than age related stage, consideration is given to learning that is required to understand how their bodies are growing and changing, as this can be further along than academic understanding.

Delivering RSE

The teaching of RSE for younger pupils provides a foundation of skills, knowledge and understanding that can be further built upon as the pupils progress through the school. The foundation curriculum is divided into four sections:

- Families and friendships
- Safe relationships
- Respecting ourselves and others
- Growing and changing

The curriculum for older pupils builds on the learning that has taken place in the younger years, with learning in the oldest classes embedding the knowledge, understanding and skills in preparation for life.

This curriculum covers:

- Diversity
- Building relationships
- Health and puberty
- Discrimination
- Identify and relationships
- Respectful relationships
- Intimate relationships
- Healthy relationships
- Addressing extremism and radicalisation
- Communication in relationships
- Families

RSE is delivered through PSHE lessons, Social and Emotional Communication lessons and through focused sessions aimed at areas of arising need, identified both in school or the wider community. RSE allows pupils to explore issues, ask questions and to be able to go on to make positive, informed choices, so that they can be confident, lead healthy lives and understand how their bodies function.

Assessment and Monitoring

Teachers assess written work in RSE and through observations of pupils engagement and contributions to class discussions. Teacher marking shows the progress that has been made and the progress needed to further their knowledge and understanding (see assessment policy for details). Teachers track the learning of pupils using the PSHE tracker, which is developed using the PSHE association's programme of study. Trackers are updated at the regularly, allowing for gaps to be identified and for pupils progress and development to be clear.

Right to Withdraw

Parents and carers do have the right to withdraw their child from some or all elements of Relationships and Sex Education delivered as part of the statutory provision. Before a child is withdrawn, a member of the Senior Leadership Team and the PSHE lead at The Sallygate School will discuss this with the parent or carer and where appropriate, the child will be part of that discussion. The aim of this is to ensure that the parent/carer is aware of the purpose of the curriculum that the child is being withdrawn from, the benefits of the learning and the possible detrimental effects on the child. After this process has taken place, the parents request to withdraw will be respected, unless there are exceptional circumstances. As, per the Department for Education Statutory Guidance for Relationships Education, RSE and Health Education, parental/carer decision to withdraw remains in place until three terms before the child turns 16, after which, the child can choose to receive RSE education, and The Sallygate School will arrange for this to happen within one of those three terms. Records of withdrawal from RSE will be kept by the Sallygate School as a measure of good practice.

Safeguarding and Confidentiality

Safeguarding is a key part of RSE and RSE lessons play an important role in preventative education. Part of RSE, is to equip pupils with the skills and knowledge to be able to safeguard themselves. If teachers at The Sallygate School have concerns about specific pupils during RSE lessons, they must follow the school safeguarding procedures.

Pupils will be made aware of ways in which they can ask questions and discuss issues with teachers in

a confidential forum, although will be made aware that if there is cause for concern, this will be dealt with in line with safeguarding procedures.

Statutory Guidance

The statutory guidance that has informed the planning of the RSE policy and curriculum is:

Department for Education – Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance for Governing Bodies, Proprietors, Head Teachers, Principals, Senior Leadership Teams and Teachers.

The Sallygate School RSE curriculum 2020/21 onwards

Stage 1 – Term 1&2

<p>Families and friendships</p> <p>Roles of different people; families; feeling cared for; types of care outside of the family e.g. foster care/ residential care</p> <p>PoS Refs: R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children’s lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tel them — if they are worried about something in their family • about the different types of care outside of the family unit and the differences between these
<p>Safe relationships</p> <p>Recognising privacy; staying safe; seeking permission</p> <p>PoS Refs: R10, R13, R15, R16, R17</p>	<ul style="list-style-type: none"> • about situations when someone’s body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission
<p>Respecting ourselves and others</p> <p>How behaviour affects others; being polite and respectful</p> <p>PoS Refs: R21, R22</p>	<ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns

Stage 1 – Term 5 or 6

<p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong how they are the same and different to others about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave
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Stage 2 – Term 1&2

<p>Families and friendships Making friends; feeling lonely and getting help; bullying</p> <p>PoS Refs: R6, R7 R8, R9, R24</p>	<ul style="list-style-type: none"> how to be a good friend, e.g. kindness, listening, honesty about different ways that people meet and make friends strategies for positive play with friends, e.g. joining in, including others, etc. about what causes arguments between friends how to positively resolve arguments between friends how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else what bullying is and how to ask an adult for help
<p>Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p>	<ul style="list-style-type: none"> how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online about what bullying is and different types of bullying how someone may feel if they are being bullied about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use
<p>Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>PoS Refs: R23, R24, R25</p>	<ul style="list-style-type: none"> about the things they have in common with their friends, classmates, and other people how friends can have both similarities and differences how to play and work cooperatively in different groups and situations how to share their ideas and listen to others, take part in discussions, and give reasons for their views

Stage 2 – Term 5 or 6

<p>Growing and changing Growing older; naming body parts;</p>	<ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year
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Stage 3 – Term 1&2

<p>Families and friendships What makes a family; features of family life</p> <p>PoS Refs: R1, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe
<p>Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>PoS Refs: R19, R22, R24, R30</p>	<ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour
<p>Respecting ourselves and others</p>	<ul style="list-style-type: none"> to recognise respectful behaviours e.g. helping or including others, being responsible how to model respectful behaviour in different situations e.g. at home, at school, online the importance of self-respect and their right to be treated respectfully by others

Stage 3 -Term 5 or 6

<p>Growing and changing Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p>	<ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
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Stage 4 – Terms 1&2

<p>Families and friendships Positive friendships, including online</p> <p>PoS Refs: R10, R11, R12, R13, R18</p>	<ul style="list-style-type: none"> • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online
<p>Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>PoS Refs: R20, R23, R27, R28</p>	<ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
<p>Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively</p> <p>PoS Refs: R32, R33</p>	<ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone

Stage 4 – Term 5 or 6

<p>Growing and changing</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty
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Stage 5 – Terms 1&2

<p>Families and friendships</p> <p>Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships
<p>Safe relationships</p> <p>Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>	<ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact

<p>Respecting ourselves and others</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>	<ul style="list-style-type: none"> • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
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Stage 5 - Term 5 or 6

<p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H26, H27</p>	<ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing
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Stage 6 – Term 1&2

<p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried
<p>Safe relationships</p> <p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p>	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations

Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues PoS Refs: R30, R34	<ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements
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Stage 6 – term 5 or 6

Growing and changing Human reproduction and birth; increasing independence; managing transitions	<ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school
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PoS Refs: H24, H33, H35, H36	<ul style="list-style-type: none"> • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception² • about the responsibilities of being a parent or carer and how having a baby changes someone's life
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Stage 7 - Term 3

Relationships Diversity Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others
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Stage 7 – Term 5

Relationships Building relationships Self-worth, Self esteem, romance and friendships (including online) and relationship boundaries PoS refs: H1, R2, R9, R11, R13, R14, R16, R24	<ul style="list-style-type: none"> • how to develop self-worth, self esteem and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent
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Stage 8 – Term 3

Relationships	<p>Discrimination</p> <p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>PoS refs: R39, R40, R41, R3, R4, R42, R43</p>	<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination
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Stage 8 – Term 5

Relationships	<p>Identity and relationships</p> <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> <p>PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</p>	<ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill
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Stage 9 – Term 3

Relationships	<p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36</p>	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services
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Stage 9 – Term 5

Relationships	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p>	<ul style="list-style-type: none"> about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex about myths and misconceptions relating to consent about the continuous right to withdraw consent and capacity to consent about STIs, effective use of condoms and negotiating safer sex about the consequences of unprotected sex, including pregnancy how the portrayal of relationships in the media and pornography might affect expectations how to assess and manage risks of sending, sharing or passing on sexual images how to secure personal information online
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Stage 10 – Term 3

Relationships	<p>Healthy relationships</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<ul style="list-style-type: none"> about relationship values and the role of pleasure in relationships about myths, assumptions, misconceptions and social norms about sex, gender and relationships about the opportunities and risks of forming and conducting relationships online how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours
	<p>PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31</p>	<ul style="list-style-type: none"> about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support how to recognise and challenge victim blaming about asexuality, abstinence and celibacy

Stage 10 – Term 5

Relationships	<p>Addressing extremism and radicalisation</p> <p>Community cohesion and challenging extremism</p> <p>PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29</p>	<ul style="list-style-type: none"> about communities, inclusion, respect and belonging about the Equality Act, diversity and values about how social media may distort, mis-represent or target information in order to influence beliefs and opinions how to manage conflicting views and misleading information how to safely challenge discrimination, including online how to recognise and respond to extremism and radicalisation
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Stage 11 – Term 3

Relationships	<p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> <p>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p>	<ul style="list-style-type: none"> about core values and emotions about gender identity, gender expression and sexual orientation how to communicate assertively how to communicate wants and needs how to handle unwanted attention, including online how to challenge harassment and stalking, including online about various forms of relationship abuse about unhealthy, exploitative and abusive relationships how to access support in abusive relationships and how to overcome challenges in seeking support
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Stage 11 – Term 5

Relationships	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p>PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33</p>	<ul style="list-style-type: none"> • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about 'honour based' violence and forced marriage and how to safely access support 	
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