

CITY OF ROCHESTER SCHOOL
RELATIONSHIPS, SEX & HEALTH EDUCATION (RSHE) AND PSHE POLICY

This policy, which applies to the whole school, and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

In the City of Rochester School, the term 'staff' is inclusive of all staff and it also applies to students on placement, contractors, agency staff, volunteers, the Trustees and Board of Trustees.

Monitoring and Review:

This policy is subject to continuous monitoring, refinement and audit by the Headteacher. The Headteacher will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date Reviewed: November 2023

Date of Next Review: November 2024

Version No. 1



Alicja Emmett
Headteacher

This policy will be reviewed no later than November 2024, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

The school will review this policy, in conjunction with parents, evaluating its effectiveness by considering feedback from pupils, staff, and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

Definition of Key terms:

RSHE = Relationships, Sex and Health Education

PSHE = Personal, Social, Health and Economic (Education)

Links to Policies/Documents:

Safeguarding Children – Child Protection Policy V9 September 2023

PSHE/RSE Curriculum Overview Document 2023-2024

Prevent

SMSC

Anti Bullying

Acceptable use of ICT and Online safety

KCSIE

1. Principles

The statutory guidance from the Department for Education (2023) states that: The aim of RSHE is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

Successful delivery of RSHE will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Relationships Education, Relationships and Sex Education (RSE) is lifelong learning about sex, sexuality, emotions, relationships, and sexual health. At City of Rochester School we recognise the importance of Relationships Education, Relationships and Sex Education (RSHE) in preparing pupils to live safe, fulfilled, and healthy lives, in line with our values 'Confidence, Resilience and Success'. We believe that effective, age-appropriate and developmental programme of learning and education about relationships and sex can:

- Foster positive attitudes and values of love and respect
- Promote spiritual, moral, social, and cultural development.
- Contribute to reducing unintended teenage pregnancy and rates of STI transmission.
- Lead to pupils delaying first sex.
- Help to protect pupils by giving them knowledge and skills to make safe choices and recognise and manage risk.
- Equip pupils to behave appropriately and safely online and through their social media usage.
- Allow pupils to get answers to their questions.
- Promote a tangible understanding of the importance of consent and respect; contribute positively towards the healthy school's agenda.
- Build effectively on content covered in primary education.
- Meet our legal requirement to give 'regard' to the DfE RSHE guidance (2023).
- The objective of RSE is to provide pupils with age-appropriate information, explore attitudes and values and to develop skills in order to empower them to make positive decisions about their physical, emotional, and moral development.
- The objective of PSHE is to provide pupils with the knowledge and skills to keep themselves happy, healthy, and safe as well as to prepare them for life and work.

At City of Rochester RSHE and PSHE education contributes to personal development by helping pupils to build their confidence, resilience, and self-esteem, and to identify and manage risk, make informed choices, and understand what influences their decisions. BY providing pupils a forum where they feel safe and nurtured to explore questions about relationships, sexuality, and the wider world, it enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

Developing an understanding of themselves, empathy, and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

RSHE and PSHE education can help our school to reduce or remove many of the barriers to learning experienced by students, significantly improving their capacity to learn and achieve. Our PSHE and RSE education programme makes a significant contribution to students' spiritual, moral, social, and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote their wellbeing. In addition, the learning provided through a comprehensive PSHE and RSE education provision is essential to safeguarding young people, as Ofsted has set out.

Care needs to be taken to ensure that there is no stigmatisation of pupils based on their home circumstances. RSE is part of the personal, social and health and citizenship education (PSHE) curriculum.

While we use RSE to inform pupils about sexual issues, we do this regarding matters of morality and individual responsibility, and in a way that allows pupils to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation. The charity understands the primary role in young people's sex and relationship education lies with parents and carers.

We wish to build a positive and supporting relationship with the parents of pupils at our school, through mutual understanding, trust, and co-operation.

The sex education and relationship programme provides an opportunity for pupils to:

- Develop an understanding of sex, sexuality, and relationships.
- Develop a range of appropriate personal skills.

The aims will be achieved through the following objectives:

- develop an understanding of a range of values and moral issues including the importance of family life.
- Develop an understanding of the biological facts related to a human growth and development, including reproduction.
- Develop an understanding of the importance of healthy relationships.

We teach sex and relationships education in the context of the school's aims and values. While sex and relationships education in our school means that we give pupils information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work. We teach sex and relationships education in the belief that:

- Sex and relationship education is part of a wider social, personal, spiritual, and moral education process.
- Pupils should be taught to have respect for their own bodies.
- Pupils should learn about their responsibilities to others, and be aware of the consequences of sexual activity, including teenage pregnancy, sexually transmitted infections and sexual activity and the law.
- It is important to build positive relationships with others, involving trust and respect.
- Pupils need to develop personal responsibility, self-respect, and appropriate decision-making skills.
- This policy is consistent with all other policies adopted City of Rochester School and is written in line with current legislation and guidance.

2. Links with National Guidance

Our Relationships Education, Relationships and Sex Education (RSE) policy links to the following national policies and guidance regarding content delivery, planning and training of all staff:

- Keeping Children Safe in Education 2023
- Relationship and Sex Education DfE 2023
- DfE "sex and relationship education guidance" 2000
- DfE "science programmes of study: key stages 1 & 2" 2013
- DfE "science programmes of study: key stage 3" 2013
- DfE "science programmes of study: key stage 4" 2014

3. Delivery and Methodology

RSHE/PSHE is overseen by the Headteacher and Curriculum Lead, together with the PSHE coordinator who has responsibility for the overall planning, implementation, and review of the programme. In the Primary classes form tutors teach their own classes RSHE and PSHE and in the upper school, one teacher teaches all the pupils. There is also 1:1 RSHE and PSHE lessons that are delivered when a need is identified.

RSHE will be conducted in accordance with legislation and DfE recommendations and will be monitored and reviewed regularly.

- RSHE is taught as part of the PSHE curriculum in a weekly. During this time, pupils will learn about: Families, Respectful relationships, including friendships; online and media, being safe; intimate and sexual relationships, including sexual health.
- RSHE fits naturally within PSHE education. This helps to ensure that RSE is delivered in a wider context and that pupils are prepared for the opportunities, responsibilities, and experiences of adult life. Some of the 'biological' aspects of RSHE are covered within the Science curriculum. These may be complemented by non-statutory work in: English – discussion or written work stemming from fiction; Drama – assertive and other communication skills, conflict resolution, role-play; RE – moral issues, religious views on abortion; Geography

- family planning and population. Occasionally the school may decide to address issues relating to sex and relationships through special events to deal with a particular rising issue.
- 1:1 interventions are delivered by an experienced HLTA who focusses on issues that directly relate to pupils' abilities and levels of understanding. These sessions focus on supporting pupils to develop a deeper understanding and gives them a space to discuss and explore issues that may be affecting them directly or that they are worried about.
- As issues relating to RSE arise locally or nationally we will consider addressing these in our programme based on their relevance to our pupils.
- It is important that pupils feel able to ask questions and that these are valued.
- Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion, and practical activities will be used to assist learning.
- Inappropriate images, videos, etc will not be used, and resources will be selected with sensitivity given to the age, cultural background and learning levels of students.
- Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy and IT Acceptable use agreement.
- Teachers and support workers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programme accordingly.
- Teachers and support workers will ensure that student's views are listened to and will encourage them to ask questions and engage in discussion. Teachers and support workers will answer questions sensitively and honestly.
- The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teachers and support workers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- City of Rochester understands that pupils and pupils with special educational needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all students.
- Teachers and support workers will understand that they may need to be more explicit and adapt their planning of work to appropriately deliver the programme to pupils with SEND.

Our aim is to equip pupils in as many areas as possible for their future lives outside of the security of school and will endeavor to deliver the following in a sensitive, differentiated and age-appropriate way so that they can make informed decisions with increasing independence on the following aspects of life:

Families

Pupils will have the opportunity to develop and understanding:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, 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.
- why marriage is an important relationship choice for many couples and why it must be freely entered.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.

- 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships.

Pupils will learn:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
- reconciliation and ending relationships, this includes different (non-sexual) types of relationships.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- 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.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- 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.

Online and media

With the increase in pupils having access to and using social media we will support them with:

- their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 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.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example 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.
- how information and data is generated, collected, shared and used online

Being safe

Pupils will be taught:

- 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.
- 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.

Intimate and sexual relationships, including sexual health

Pupils should know:

- 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.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy, and options available
- the facts around pregnancy including miscarriage.
- 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)
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

The Law

It is important to know what the law says about sex, relationships, and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos, and other material using technology. This will help pupils to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure pupils take responsibility for their actions.

Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent.
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

4. Training of Staff

All staff members at City of Rochester will undergo training on an annual basis to ensure they are up to date with the sex and relationship education programme.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as “sexting”, which may need to be addressed in relation to the programme.

City of Rochester School will ensure that teachers receive training on the social exclusion report on teenage pregnancy, and the role of an effective sex and relationship programme in reducing the number of teenage conceptions.

Trained staff will be able to give pupils advice on where and how to obtain confidential advice, counselling, and treatment, as well as advice on emergency contraception and their effectiveness.

5. Confidentiality

Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence. Confidentiality within the classroom is an important component of RSHE and teachers will be expected to respect the confidentiality of their pupils as far as is possible. Pupils should also respect the content and discussions brought about in RSE and should treat these with confidentiality.

If a student makes a reference to being involved, or likely to be involved in unlawful sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection in line with City of Rochester School’s Child Protection and Safeguarding Policy.

Teachers and support staff will not advise pupils on personal matters but will refer the student to the teachers in charge who may be able to refer externally. Any decision about informing parents will be made in consultation with the Head Teacher who will take advice if necessary.

6. Parental Involvement

City of Rochester School understands that the teaching of some aspects of the programme may be of concern to parents/carers.

The school will ensure that no teachers or support workers express their personal views or beliefs when delivering the programme.

Parents/carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents/carers as follows:

- Letter and focus group held with parents at the beginning of the academic year to share Government expectations of what children should be learning, the sharing of an outline scheme of work, to share example resources and to discuss any concerns parents may have.
- Termly summary overview sent out to parents/carers.
- Parents will receive a letter to sign to give consent to the school for their child to receive teaching on sex education. This is sent out annually, in September.
- Parents are encouraged to make an appointment if they have concerns or would like to discuss the content of what will be taught with the class teacher of the PSHE lead.

City of Rochester respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum. If a parent wishes their child to be withdrawn from RSHE lessons, they should put in writing which aspects of the programme they do not wish their child to participate in and send this to City of Rochester School addressed to Alicja Emmett the Head Teacher. We will always comply with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children. If a parent withdraws their child from topics that are not included in the statutory national curriculum and will make alternative arrangements for the student.

Parents of pupils of primary age have the right to request that their child is withdrawn from ‘Sex Education’, except for what is delivered within the Science Curriculum which remains compulsory for all pupils.

The Department for Education states that parents can withdraw their child from receiving 'Sex Education' for pupils of Secondary age up to and until three terms before the child turns sixteen. After that point, if the child wishes to receive sex education rather than be withdrawn, City of Rochester School will decide to provide the child with sex education during one of those terms.

For pupils with disabilities and other additional vulnerabilities the lessons may need deeper thought and repetition, to ensure that all pupils are receiving age appropriate, useful RSHE that ultimately enables them to live healthy, safe lives.

The Department for Education's (DfE) statutory guidance for RSHE and health education states: "Schools should consider the make-up of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk)." (DfE, 2019).

It can be tempting to shy away from awkward questions – or wrongly assume that pupils who have ASD will not need to know about certain areas of RSHE. However, these young people can be particularly vulnerable to sexual abuse and non-consensual sexual experiences (three times as likely according to the NSPCC); they also have the right to enjoy safe, healthy relationships and positive sexual experiences with their own bodies and with other people's, the same as any human.

The Secretary of State for Education Gillian Keegan has specified in October 2023 that:

"Parents are one of their children's most important teachers. It is vital that they know what their children are being taught and are reassured that the resources used are thoughtful and appropriate."

At City of Rochester School, we deliver RSHE and PSHE via two curriculum providers. For our Primary Pupils we deliver the 'Dimensions' programme which fits with our Learning Means the World (LMTW) topic and is age appropriate and developmental for the younger pupils, teaching them first about relationships that they will encounter, tolerance of one another, turn taking and friendships etc.

As the pupils enter Upper Primary and Secondary, we follow the 'Jigsaw' programme which is differentiated to pupil need and is age appropriate for each year group. Our Jigsaw portal includes parental access and enables class teachers to easily share PSHE and RSHE slides and lesson presentations on parental request.

At all points of delivery of this programme, parents/carers will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.

External experts may be invited to assist from time-to-time with the delivery of the sex and relationship educational programme but will be expected to comply with the provisions of this policy.

7. Monitoring

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSHE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSHE curriculum yearly and will inform parents of any revisions to the school policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- feedback from pupils
- feedback from parents
- feedback and consultation with the Board of Trustees
- feedback from staff
- classroom observations

8. Curriculum map for each class:

Neptune

Personal, Social, Health & Economic Education (PSHE)	Health and Healthy Lifestyles	Nutrition and Food/Aspirations	Communication	Collaboration	Emotions	Rules and Responsibilities/Duties
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Calisto & Jupiter

Personal, Social, Health & Economic Education (PSHE)	Health	Health and Wellbeing	Communication	Collaborations	Health and Wellbeing	Rules and Responsibilities RSE as appropriate
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Mercury

Personal, Social, Health & Economic Education (PSHE)	Being me in my world	Celebrating Difference	Dreams and goals	Health me	Relationships	Changing me
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Earth & Apollo

Personal, Social, Health & Economic Education (PSHE) with Personal Growth and Wellbeing	Being Me	Celebrating Difference	Dreams and goals	Health me and My World	Relationships	Self-development: Career Choices RSE as appropriate
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Sun, Moon, Venus & Saturn

All pupils follow an individual and bespoke curriculum, often delivered on a 1:1 basis with a member of staff from class or as an intervention.

Pupils also work on the Personal Growth and Wellbeing programme of study as well as online safety and keeping themselves safe in the community.

In addition, all pupils experience cultural diversity via the cultural diversity days that are organised and have discrete lessons that embed SMSC and follow a theme across the school year:

Spiritual, Moral, Social and Cultural	National Poetry Day Maths Week Black History Month	Siblings Day Bonfire Night Christmas	Holocaust Memorial Day Hijab Day Chinese New Year	World Book Day Careers Week Science Week	St George's Day World Mental Health Day World Day for Cultural Diversity	Pride Month National Schools Sports Week Mini Olympics/ Wimbledon
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