



## Relationships and Sex Education Policy

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of human development, relationships, sexuality, wellbeing and sexual health.

In accordance with legislation [Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#), the DfE statutory guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) and section 1 of the Education Reform Act 1988 Emanuel School will provide a comprehensive programme of relationships and sex education that has regard to any guidance under section 80A of the Education Act 2002 and aims to:

- increase pupil's ability to make informed decisions about their physical health, and contribute to positive sexual health outcomes including consensual and pleasurable relationships;
- improve pupil's emotional wellbeing and mental health;
- support pupils to develop critical thinking skills, including around gender equity, power dynamics in relationships and digital literacies;
- inform pupils of their rights and responsibilities in society, helping them to contribute positively to the world around them;
- reduce harmful behaviour, including sexual violence and relationship abuse, stigma and discrimination, both online and offline;
- safeguard pupils by supporting them to report harmful behaviour, both online and offline;
- support pupils to develop positive relationships with themselves and others based on respect and equality.

Emanuel School, as a Christian foundation, takes its responsibility to provide relevant, effective, and responsible relationships and sex education (RSE) to all its pupils as part of the school's Life Education curriculum very seriously and within the context of the school's ethos and pastoral system and a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. In the delivery of RSE, all religions are recognised as sources of philosophical and moral wisdom.

The school will provide RSE lessons that are sensitive and age-appropriate in approach and content and relevant to pupils and their developing sexuality. Pupils and parents should feel safe to voice opinions and concerns relating to the sex and relationships provision. The school recognises that the relationship and sex education programme is a continuation of lessons provided at primary school and will take steps to understand the level of knowledge of new pupils. The statutory guidance outlines different requirements for primary and secondary pupils, and Emanuel School applies the statutory guidance for primary schools to its provision for year 6 pupils.

### ***Right to be Excused from Sex Education***

Parents of pupils in year 6 have the right to remove their child from sex education delivered during this year, other than as part of the science curriculum. However, there is no right to withdraw from the relationship and health education elements. The school welcomes parents to discuss this with the school.

From Year 7, parents have the right to withdraw their children from all or part of sex education except for those parts included in the basic curriculum, relationship and health education, or teaching as part of the school's duty to safeguard children. Parents, and if appropriate the child, are encouraged to discuss their decision with the school at the earliest opportunity to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. They will be asked to then confirm their decision in writing. The school will document this process and keep a record of any pupils who are withdrawn. If a pupil is withdrawn, the school will respect the parents' wishes until three terms before the child turns 16. At this stage, if the pupil wishes to receive sex education the school will



arrange to provide it during one of these terms. Pupils will receive appropriate, purposeful education during the period of withdrawal.

Whilst not part of its statutory RSE responsibilities, the school continues to teach this into sixth form as part of the students' life education programme.

### **Key Principles that Underpin the School's RSE Provision**

RSE is lifelong learning about physical, sexual, moral and emotional development. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes to help pupils to develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE teaching will support the development of important attributes in pupils such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy.

RSE aims to provide a balance of factual information about human reproduction (note that basic reproduction is part of the Y7 Biology curriculum), together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

It should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be underpinned by a wider deliberate cultivation and practice of resilience and character in the individual.
- be an entitlement for all young people.
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness.
- generate an atmosphere where questions and discussion can take place without any stigma or embarrassment.
- recognise that parents are the key people in teaching their children about relationships, sex and growing up. The school aims to work in partnership with parents and pupils.
- recognise that the wider community has much to offer and the school aims to work in partnership with health professionals, social workers and external agencies.

### **Organisation and Content of Relationships and Sex Education**

The school refers to DfE's statutory guidance on *Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019* to plan its RSE provision. Appendix 1 outlines the topics and knowledge that pupils should understand by the end of primary school (applicable to year 6 pupils) and secondary school. Primary schools are encouraged to teach sex education and Emanuel School undertakes this as part of the year 6 provision.

RSE is taught in a non-judgemental, factual way in each year group and is sensitive and age appropriate in approach and content. RSE will often take place within Life Education lessons, specific workshops or assemblies. Please refer to the *Life Education Policy* for further information.

The RSE curriculum proactively addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development and has been developed by the pastoral team with input from the heads and deputy heads of section, with some lessons delivered by specialist visiting speakers, as well as by the head of year and form tutor, dependent on the topic. Lessons or assemblies may also be introduced into the curriculum in response to issues as they arise in the school and wider community.

Information about the subject content is shared with parents each term in the head of year letter and the Life Education newsletter, as well as a dedicated [Parent Zone](#) on Firefly where material related to the topics taught is published.



## Emanuel School

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions both publically and anonymously, the school aims to answer them honestly, within the ground rules established at the start of the sessions. The school will consider what is appropriate and inappropriate for a whole-class setting. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question will be dealt with individually at another time. Where appropriate, the school will refer to its *Safeguarding and Child Protection Policy* regarding pupils reporting pastoral concerns.

Emanuel School will ensure compliance with the relevant requirements of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. When teaching RSE, the religious background of all pupils will be considered, so that topics that are included in the core content are appropriately handled.

RSE must be accessible for all pupils to ensure effectiveness. Emanuel School has taken consideration of inclusion in relation to curriculum and pedagogy. When designing and teaching RSE lessons, the school recognises that pupils with special educational needs and disabilities (SEND) may be more vulnerable to exploitation, bullying and other issues on account of their SEND.

All staff members who are required to teach RSE will have relevant training and resources and receive managerial support.

### **Assessment**

In each lesson or series of lessons we include baseline assessment and assessment for learning. Methods of baseline assessment include questioning, mindmaps and discussion. In addition, we have a system of self-reflection at the start of the term. Pupils will complete a self-reflection form to show whether they are confident, somewhat confident or not confident in a statement of learning.

Assessment of learning occurs at the end of a lesson using exit questions and plenary discussion. Pupils may be asked to write down any further questions in a confidential or anonymous way for example using an anonymous form or 'ask-it' basket. Pupils complete quizzes and tests to check their understanding at the end of a series of lessons and pupils are surveyed regularly through the year to assess the level of interest and relevance of a topic. Review of the self-reflection form enables pupils to consider their progress and future lessons and teaching are adapted accordingly.

### **Equal Opportunities**

The school promotes the needs and interest of all pupils irrespective of family background, sexual orientation, gender, culture, ability or aptitude. Lesson content will reflect the ability, age, readiness, sexual orientation and cultural backgrounds of the pupils to ensure that all can access the full RSE provision. The school ensures that the needs of all pupils are appropriately met and that pupils understand that sexual orientation and gender reassignment are amongst the protected characteristics. The school promotes social learning and expects its pupils to understand the importance of equality and respect.

### **Safeguarding and Confidentiality**

Discussing potentially sensitive topics can lead to increased safeguarding reports. Teachers cannot offer unconditional confidentiality as this may not be in the best interests of the child and they should make this clear to any child in the event of a disclosure.

Safeguarding issues including the risk of exploitation and being the victim of child-on-child abuse will be considered and referred to the designated safeguarding lead under the school's safeguarding procedures, and to children's social care where appropriate. Please refer to the school's *Safeguarding and Child Protection Policy* for further information.



**Monitoring, Evaluation and Review**

- Monitoring of the relationship and sex education provision is undertaken by deputy head: pupils/designated safeguarding lead, heads of section, deputy heads of sections and heads of year through lesson observation, self-evaluations and discussions with pupils.
- Pupil voice regarding the effectiveness and relevance of sessions is sought through discussion and feedback forms.
- The role of the school’s safeguarding governor has been extended to oversight of the relationship and sex education provision at the school.
- The deputy head: pupils/designated safeguarding lead reports termly to the link governor with the deputy heads of sections joining for at least one meeting each year to permit further scrutiny of the teaching programme.
- The policy is reviewed annually by the pastoral team and approved by the senior management team and governing body. Content may be updated earlier (e.g. due to legislation changes) as required.
- The school values parents’ views and welcomes feedback on the content and delivery or the relationship and sex education curriculum. The policy is made available to parents on the school website and the school will provide a free copy of the policy upon request. The school actively seeks views/comments on the policy every year from parents, pupils and teaching staff.
- Parents are given the opportunity for discussion and review of the RSE curriculum and policy, including via parent seminars covering the topic of relationships and sex education and other linked issues.

Policy Owner	Deputy Head: Pupils/Designated Safeguarding Lead
Policy Review	Pastoral Committee (School), Parents, Compliance Manager
Approved by	Cabinet: 19 March 2024 Full Governing Body: 13 June 2024
Safeguarding Link Governor	25 <sup>th</sup> March 2024
Responsible Committee	Pastoral

**Related Policies and Documents**

The policy follows the guidance set out in the following documents: Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019) and the statutory DFFE guidance Keeping Children Safe in Education.

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Behaviour Policy
- Curriculum Policy
- Learning Support and Special Education Needs and Disabilities Policy
- Life Education Policy
- Online Safety Policy
- Pupil Acceptable Use Policy
- Pupil Equal Opportunities and Disability Policy
- Safeguarding and Child Protection Policy



## **Appendix I: Relationship Education Content for Primary School Pupils**

### **Caring Families and People**

By the end of primary school, pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Recognising Caring Friendships**

By the end of primary school, pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Recognising Respectful Relationships**

By the end of primary school, pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.



### Online Relationships

By the end of primary school, pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not,
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### Being Safe

By the end of primary school, pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice, for example family, school or other sources.



## **Appendix 2: Relationship and Sex Education Content for Secondary School Pupils**

The school will continue to develop knowledge on topics specified for primary aged pupils as required and in addition cover content as specified in this appendix.

### **Families**

By the end of year 11, pupils should know:

- 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 into.
- 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 (incl. Friendships)**

By the end of year 11, pupils should know:

- 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 relationship.
- 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**

By the end of year 11, pupils should know:

- 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.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

### **Being Safe**

By the end of year 11, pupils should know:

- 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 (incl. Sexual Health)**

By the end of year 11, 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 different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- 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.