**Relationship and Sex Education Policy**

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| **Approved by:** | Penny Harris (Director) Jane Cox (Director) | **Date:** 1st September 2024 |
| **Last reviewed on:** | 24th June 2025 |
| **Next review due by:** | 1st September 2025 |

**1. Aims**

The aims of relationships and sex education (RSE) at our school are to:

* Provide a framework in which sensitive discussions can take place;
* Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
* Help pupils develop feelings of self-respect, confidence and empathy;
* Create a positive culture around issues of sexuality and relationships;
* Teach pupils the correct vocabulary to describe themselves and their bodies.

**2. Statutory requirements**

This policy meets the requirements of the Education (Independent School Standards) Regulations 2014 and the Children and Social Work Act, 2017n (section 34 and 35).

At On Track, we teach RSE as set out in this policy.

**3. Policy development**

This policy has been developed in consultation with all stakeholders. The consultation and policy development process involved the following steps:

* Review – senior leaders pulled together all relevant information including relevant national and local guidance;
* Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
* Stakeholder consultation – interested parties were invited to attend a meeting about the policy;
* Pupil consultation – we investigated what exactly pupils want from their RSE;
* Ratification – once amendments were made, the policy was approved by the Directors.

**4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

**5. Curriculum**

Our curriculum is set out in Appendix 1 but we may need to adapt it as and when necessary to be age and stage appropriate and meet the needs of our pupils with a diverse range of special educational needs.

We have developed the curriculum in consultation with stakeholders, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so pupils are fully informed and don’t need to seek answers online.

For more information about our curriculum, see Appendix 1.

**6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Where possible, pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

* Families and people who care for me
* Caring friendships
* Respectful relationships
* Online relationships
* Being safe

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

* Families
* Respectful relationships, including friendships
* Online and media
* Being safe
* Intimate and sexual relationships, including sexual health

For more information about our curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

**6.1**  **Use of resources**

We will consider whether resources we plan to use:

* Are aligned with the teaching requirements set out in the statutory RSE guidance;
* Would support pupils in applying their knowledge in different contexts and settings;
* Are age-appropriate, given the age, developmental stage and background of our pupils;
* Are evidence-based and contain robust facts and statistics;
* Fit into our curriculum plan;
* Are from credible sources;
* Are compatible with effective teaching approaches;
* Are sensitive to pupils’ experiences and won’t provoke distress.

**7. Roles and responsibilities**

**7.1 The directors**

The directors will approve the RSE policy, and hold the head teacher to account for its implementation.

**7.2 The head teacher**

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

**7.3 Staff**

Staff are responsible for:

* Delivering RSE in a sensitive way
* Modelling positive attitudes to RSE
* Monitoring progress
* Responding to the needs of individual pupils
* Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

**7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

**8. Parents’ right to withdraw**

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to a head teacher. A copy of withdrawal requests will be placed in the pupil’s educational record. The head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

**9. Training**

Relevant staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

**10. Monitoring arrangements**

The delivery of RSE is monitored through work scrutinies, learning walks and conversations with staff and pupils by the PSHE Lead and Quality of Education Lead at On Track, Barnstaple, and is overseen by the directors (Jane Cox and Penny Harris).

Pupils’ development in RSE is monitored by teachers as part of our internal assessment systems.

This policy will be reviewed by the directors annually. At every review, the policy will be approved by the head teachers.

**Appendix 1: Curriculum map**

**Relationships and sex education curriculum map**

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| **Milestone** | **Content** |
| **M 0-3** | **Personal, Social and Emotional Development ELGs****Self-confidence and self-awareness:** * Children are confident to try new activities, and say why they like some activities more than others.
* They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
* They say when they do or don’t need help.

**Managing feelings and behaviour:** * Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable.
* They work as part of a group or class, and understand and follow the rules.
* They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making Relationships:*** Children play cooperatively, taking turns with others.
* They take account of one another’s ideas about how to organise their activity.
* They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.
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| **M 4-6** | * I can say who loves and cares for me, what it means to be a family and that families are all different.
* I can name different types of relationships, for example, family, friendship, online.
* I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements.
* I can say how I am the same and different to other people, and how to treat myself and other people with respect
* I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help.
* I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it.
* I can talk about things that matter to me, and say how to play and work with others.
* I can say when it is important to ask for permission and how to ask for, give, or not give permission.
* I can say what privacy means, and which body parts are private.
* I can recognise when a secret should not be kept, but told to a trusted adult.
* I can identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries.
* I can recognise that some people behave differently online and say some simple ways to keep online communication safe.
* I can say who to tell if a relationship, or the actions of someone I don’t know, has made me feel uncomfortable, upset, or unsafe.
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| **M 7-10** | * I can explain how families are different and identify features of positive family life.
* I can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues.
* I can describe different types of relationships, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex.
* I can recognise the importance of getting help if I feel lonely or excluded, and can describe how to help others to feel included.
* I can name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed.
* I can say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged.
* I can express and discuss my views on topical issues, and listen respectfully to others.
* I can recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it.
* I can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent.
* I can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries.
* I can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don’t know, and who to tell if concerned about any contact.
* I can recognise when it is right to break a confidence or share a secret, and who to tell.
* I can describe how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful.
* I can explain when, where and how to get help or support if worried about relationships of any sort.
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| **M 11-13** | * I can identify different types of relationships and suggest ways to build and manage relationships.
* I can describe what conflict means and simple ways to reduce conflict.
* I can distinguish between healthy/positive and unhealthy/negative relationships.
* I can describe the role of a parent and list the options available if someone becomes pregnant.
* I can identify bullying or hurtful behaviour and suggest some strategies for responding to it, both on and offline.
* I can describe my views and values on moral issues and listen to others’ views respectfully.
* I can recognise peer pressure and suggest some ways to manage it.
* I can identify influences on relationship expectations.
* I can state what is meant by consent in simple terms; explain everyone’s right to wait until they are ready to be intimate; and the responsibility the seeker of consent has to ensure consent is given.
* I can identify how to recognise, ask for, give, not give and withdraw consent.
* I can recognise the feelings associated with changing relationships, loss and bereavement and know where to get support.
* I can describe how to show respect to others.c
* I can identify who I can speak to and where to find advice and support for relationships, sexual health, and pregnancy.
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| **M 14-15** | * I can describe different types of relationships and explain how to develop and maintain healthy, positive relationships.
* I can explain common causes of conflict and conflict resolution strategies.
* I can recognise and explain how to challenge unhealthy/negative relationship behaviours.
* I can describe features of parenthood and explain the options available if someone becomes pregnant.
* I can explain how to respond to unhealthy/negative relationship behaviours, including bullying, discrimination, abuse and online encounters.
* I can justify my views and values on moral issues and effectively assess others’ arguments, including critique of online content.
* I can explain strategies to manage peer influence and pressure.
* I can explain and manage influences on relationship expectations.
* I can explain the concept of consent in a variety of contexts; the legal and moral responsibility of the seeker of consent to ensure consent has been given; and the importance of respecting others’ feelings about readiness for intimacy.
* I can describe how to recognise, ask for, give, not give and withdraw consent.
* I can describe ways to manage changing relationships, loss and bereavement, when and how to seek support and suggest ways to support others.
* I can demonstrate how to show respect to others and promote equality and inclusion.
* I can describe appropriate sources of advice and support for relationships, sexual health, and pregnancy and explain why, when and how to access them.
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| **M 16-18** | * I can explain the legal status of different types of relationships and can explain how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
* I can analyse a range of conflict resolution strategies and describe appropriate strategies for different contexts.
* I can assess unhealthy/negative relationship behaviours and confidently demonstrate how to challenge them.
* I can evaluate features of successful parenthood and the options available if someone becomes pregnant.
* I can assess how to sensitively, safely and appropriately respond to increasingly nuanced scenarios in relation to unhealthy/negative relationship behaviours, including bullying, abuse, discrimination, violence and online encounters..
* I can justify my views and values on moral issues using mature arguments backed up by evidence, demonstrating discernment when assessing others’ arguments (both in person and online).
* I can evaluate and effectively demonstrate a range of strategies to manage peer influence and pressure.
* I can assess, manage and challenge influences on relationship expectations.
* I can demonstrate a comprehensive understanding of the concept of consent, capacity to consent, readiness for intimacy and the legal and moral responsibility of the seeker of consent to ensure consent has been given in all relevant contexts.
* I can explain how to recognise, ask for, give, not give and withdraw consent.
* I can evaluate strategies to manage changing relationships, loss and bereavement, demonstrate how to support others and evaluate sources of support.
* I can critically assess the importance of equality in a diverse community and demonstrate ways to promote this.
* I can evaluate the effectiveness and appropriateness of different sources of advice and support for relationships, sexual health, and pregnancy.
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**Appendix 2: By the end of primary school pupils should know**

| TOPIC | PUPILS SHOULD KNOW |
| --- | --- |
| Families and people who care about me | 1a) That families are important for children growing up because they can give love, security and stability1b) 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 lives1c) 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 care1d) 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 up1e) That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong1f) How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | 2a) How important friendships are in making us feel happy and secure, and how people choose and make friends2b) The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties2c) That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded2d) 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 right2e)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 |
| Respectful relationships | 3a) 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 beliefs3b) Practical steps they can take in a range of different contexts to improve or support respectful relationships3c) The conventions of courtesy and manners3d) The importance of self-respect and how this links to their own happiness3e) 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 authority3f) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help3g) What a stereotype is, and how stereotypes can be unfair, negative or destructive3h) The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | 4a) That people sometimes behave differently online, including by pretending to be someone they are not4b) 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 anonymous4c) The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them4d) How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met4e) How information and data is shared and used online |
| Being safe | 5a) What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)5b) 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 safe5c) That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact5d) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know5e) How to recognise and report feelings of being unsafe or feeling bad about any adult5f) How to ask for advice or help for themselves or others, and to keep trying until they are heard5g) How to report concerns or abuse, and the vocabulary and confidence needed to do so5h) Where to get advice e.g. family, school and/or other sources |

**Appendix 2: By the end of secondary school pupils should know**

| TOPIC | PUPILS SHOULD KNOW |
| --- | --- |
| Families  | 6a) That there are different types of committed, stable relationships6b) How these relationships might contribute to human happiness and their importance for bringing up children6c) What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony6d) Why marriage is an important relationship choice for many couples and why it must be freely entered into6e) The characteristics and legal status of other types of long-term relationships6f) The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting6g) 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); and, how to seek help or advice, including reporting concerns about others, if needed |
| Respectful relationships, including friendships | 7a) The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship7b) Practical steps they can take in a range of different contexts to improve or support respectful relationships7c) How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)7d) 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 beliefs7e) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help7f) That some types of behaviour within relationships are criminal, including violent behaviour and coercive control7g) What constitutes sexual harassment and sexual violence and why these are always unacceptable7h) 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 | 8a) Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online8b) 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 online8c) Not to provide material to others that they would not want shared further and not to share personal material which is sent to them8d) What to do and where to get support to report material or manage issues online8e) The impact of viewing harmful content8f) That specifically sexually explicit material e.g. 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 partners8g) That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail8h) How information and data is generated, collected, shared and used online |
| Being safe | 9a) 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 relationships9b) 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 | 10a) 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 friendship10b) That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing10c) The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women10d) That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others10e) That they have a choice to delay sex or to enjoy intimacy without sex10f) The facts about the full range of contraceptive choices, efficacy and options available10g) The facts around pregnancy including miscarriage10h) 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)10i) How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing10j) About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment10k) How the use of alcohol and drugs can lead to risky sexual behaviour10l) How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |

**Appendix 3: Parent form: withdrawal from non-statutory/non-science components of sex education within RSE**

| TO BE COMPLETED BY PARENTS |
| --- |
| Name of child |  | Class |  |
| Name of parent |  | Date |  |
| Reason for withdrawing from non-statutory/non-science components of sex education within relationships and sex education |
|  |
| Any other information you would like the school to consider |
|  |
| Parent signature |  |

| TO BE COMPLETED BY THE SCHOOL |
| --- |
| Agreed actions from discussion with parents |  |
|  |  |