**Relationships and Sex Education Policy**

**Hopewell School**

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| **Policy Date:** | September 2024 |
| **Date Ratified by Governors:** | September 2024 |
| **Next Review:** | September 2025 |
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**Introduction**

AT HOPEWELL We believe that teaching pupils to make healthy choices is crucial in supporting them to develop personally, morally and socially.

RELATIONSHIPS AND SEX EDUCATION (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 one way in which we ensure the curriculum pays regard to all the protected characteristics, including sex, gender reassignment, sexual orientation, marriage and civil partnership and pregnancy and maternity. n RSE in no way promotes sexual activity.

**We are committed to adhering to the statutory RSHE guidance in full.**

**CONTENT: HOW AND WHEN IT IS TAUGHT**

RSE is taught within the schools’ personal, social, health and citizenship education (PSHCE) curriculum

Through the science curriculum biological aspects are covered

PSHE lessons are taught on a weekly basis across the school by the PSHE lead.

At Key Stage 2 Relationships Education **is** taught by the Primary team. It 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

At Secondary 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

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These areas of learning are taught within the context of family life, taking care to make sure 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 and 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

**Inclusivity**

We will teach about these topics a way that is mindful of:

Is sensitive to all pupils’ experiences

During lessons, makes pupils feel:

1. Safe and supported
2. Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that’s appropriate for them, for example in:

1. A whole-class setting
2. Small groups or targeted sessions
3. 1-to-1 discussions
4. Digital formats

Give careful consideration to the level of differentiation needed

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At Key Stage 4 pupils follow a nationally recognised qualification which has SRE content.

We formally teach Relationships Education (RE) to Key Stage 1–2 pupils and Relationships and Sexual Education (RSE) to our Key Stage 3 pupils and cover national statutory guidance which aims to:

1. help pupils develop an understanding of the different types of relationships, including family relationships
2. help pupils to develop skills in forming, respecting and maintaining relationships with others, including their peers
3. help pupils develop understanding of online relationships, being safe and the media
4. d)teach pupils about the changes to their body that occur during puberty
5. teach pupils about reproduction, intimate and sexual relationships, including same-sex relationships, sexual health and gender identity (secondary only).

An outline of our programme for RE and SRE is included at the end of our policy.

**MONITORING AND EVALUATING RE/SRE:**

The Senior Leadership Team regularly monitor the overall quality of education delivered across the school. RSE is monitored through planning and intervention meetings, as well as learning walks, lesson observations, book scrutiny, moderations and pupil and teacher meetings.

As part of their responsibilities the Governing body also regularly monitor the quality of education delivered at Hopewell.

**KEEPING PARENTS/CARERS UP TO DATE**

We will always inform families, in advance, of when the RSE programme is being taught and will provide information on and a subject overview, which includes content and lesson resources on a termly basis.

Families can also request the RSE subject overview from the Deputy Head (School site) at any time. Families have the right to withdraw their child from some or all of sex education delivered as part of statutory RSE.

Requests for withdrawal should be directed to the Deputy Head (Quality of Education) based at the school site, who will then discuss the request with families and take appropriate action.

This policy and all policies will be reviewed and updated by the leadership team & governing body as per our policy review cycle.

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**RSE Overview**

RSE is taught across the whole school and encourages healthy relationships and sexual health. Due to the nature of our students and their personal circumstances a lot have missed out on the basics of RSE and require lessons that they need acknowledgment in these subjects. These subjects may be revisited and adjusted to suit each pupil/class. This then helps Students to be able to develop their understanding through revisited lessons which become more detailed and increases their knowledge through their time at Hopewell.

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| Key | Subjects | Teaching | Learning intentions and Overall |
| stage |  |  | outcomes |
| 2 | Relationships | Incorporating role play strategies, class | Pupils to have a deeper |
|  |  | discussions, videos and marked work focusing | knowledge on how/why |
|  |  | on the variations of family dynamics and | relationships may differ from one |
|  |  | what a healthy relationship looks like (e.g., | another and the impact positive |
|  |  | trust, respect, honesty) | and negative relationships can |
|  |  |  | have on individuals. |
|  | Health and | To deliver lessons on the importance of | Children to be able to express and |
|  | Wellbeing | physical and mental health. Children to | articulate how they are feeling |
|  |  | understand that mental health is part of our | and be able to address physical |
|  |  | day-to-day life, just as much as our physical | and mental health concerns. |
|  |  | health. Utilising Twinkl, creative resources | Children to recall important |
|  |  | and class discussions. | phonelines by memory: Childline |
|  |  |  | 08001111, police service 999 |
|  | Diversity and | Using videos, observing case studies and class | For children to obtain cultural |
|  | Inclusion | discussions to understand what it means to | sensitivity and accepting and |
|  |  | have an identity, the differences between | understanding people’s |
|  |  | banter and bullying, understanding tolerance | differences. Being able to identify |
|  |  | regarding the difference of others and | prejudices, racism and |
|  |  | understanding equality, diversity and | discrimination. |
|  |  | inclusion. |  |
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| Key | Subjects | Teaching | Learning intentions and Overall |
| stage |  |  | outcomes |
| 3 | Healthy and | using scenarios, discussion in class and | Pupils will be able to identify |
|  | unhealthy | worksheets. | what aspects in a relationship are |
|  | relationships | Students will be able to hear others’ views | healthy and unhealthy. Looking at |
|  |  | and understand from the scenarios what is | different types of relationships |
|  |  | healthy and unhealthy. | and how they all should have the |
|  |  |  | same aspects and be able to |
|  |  |  | understand this in their own |
|  |  |  | relationships. How to ask for help |
|  |  |  | and advise if they are in an |
|  |  |  | unhealthy relationship. |
|  | Different | Using video clips and discussion Pupils can see | Pupils to understand that |
|  | relationships! | and understand there are different types of | relationships are different and |
|  |  | relationships. | may be more than what they |
|  |  |  | have seen. Speaking about the |
|  |  |  | LGBTQ community and equality. |
|  |  |  | Where to go for support and |
|  |  |  | advice. |
|  | Puberty and | Using diagrams and video clips. | Pupils to be able to understand |
|  | changes | This can often help lessen the pupil’s anxiety | the different stages of puberty |
|  |  | and the felling of embarrassment to then be | and recognise the changes in |
|  |  | open to discuss any concerns | both body and emotions. |
|  |  |  | Pupils to understand the |
|  |  |  | importance of personal hygiene. |
|  | Male and female | Using diagrams and video clips. | Pupils to be able identify different |
|  | genitals | This can often help lessen the pupil’s anxiety | areas of both male and female |
|  |  | and the felling of embarrassment to then be | genitals and understanding the |
|  |  | open to discuss any concerns | function of each part. |
|  | Reproductive | Using Diagrams and video clips for pupils to | Pupils to understand the |
|  | system | visualise the birthing journey | reproductive system in both male |
|  |  |  | and female and the birth cycle. |
|  | Contraceptives | Using Work sheets and discussion pupils can | Pupils to be able to understand |
|  |  | see the different types of contraceptives in | the different types of |
|  |  | pictures | contraceptives and where to go |
|  |  |  | for help and advice. |
|  | Peer pressure | Using Discussion, scenarios and worksheet | Pupils to understand peer |
|  |  | Pupils can hear others views and understand | pressure, when this can be |
|  |  | different scenarios. | healthy and unhealth. To be able |
|  |  |  | to feel confident in acting on the |
|  |  |  | unhealthy peer pressure and how |
|  |  |  | to get help and advice. |
|  | Self esteem | Using Scenarios, discussion and video clips | Pupils to recognise that its ok to |
|  |  | Students can get an idea of how self-esteem | feel certain ways but how they |
|  |  | effects different people. | can seek help and advice to |
|  |  |  | improve their self esteem and |
|  |  |  | mental health. |
|  | Consent | Using Video clips, scenarios and discussion | Pupils to be able to understand |
|  |  | Pupils can understand the difference in what | consent in all different scenarios |
|  |  | consent means. | throughout life. To understand |
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|  |  |  | the consequences and how to get |
|  |  |  | help and advice. |
|  | Sexual harassment | Using Video clips, scenarios and discussion | Pupils to be able to understand |
|  |  | Pupils can see different types of sexual | sexual harassment within boy and |
|  |  | harassment, who can give and receive | girls at school, work, and normal |
|  |  | harassment. | life. To understand the |
|  |  |  | consequences if boundaries are |
|  |  |  | crossed and the effects it can |
|  |  |  | have on others. |

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| Key | Subjects | Teaching | Teaching |
| stage |  |  |  |
| 4 | Healthy and | using scenarios, discussion in | Pupils will be able to identify what aspects in a |
|  | unhealthy | class and worksheets. | relationship are healthy and unhealthy. Looking |
|  | relationships | Students will be able to hear | at different types of relationships and how they |
|  |  | others’ views and understand | all should have the same aspects and be able to |
|  |  | from the scenarios what is | understand this in their own relationships. How |
|  |  | healthy and unhealthy. | to ask for help and advice if they are in an |
|  |  |  | unhealthy relationship. |
|  | Different Romantic | Using video clips and | Pupils to be able to recognise the different types |
|  | and Sexual | discussion Pupils can be | of romantic and sexual relationships between |
|  | relationships. | aware of different romantic | men and women and through the LGBTQ |
|  |  |  | communities. To understand equality in all |
|  |  |  | genders. Where to seek advice and support. |
|  | Expectations in a | Using Scenarios and video | Pupils to be able to understand the expectations |
|  | relationship | clips Pupils can understand | of a romantic relationship and pressures that |
|  |  | what expectation should be | may arise. To be able to understand feeling and |
|  |  | and see others’ views. | emotions and how to manage those. To be able |
|  |  |  | to know where to go for advice and support. |
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|  | Body image | Using diagrams and video | Pupils to be able to understand pressure on body |
|  |  | clips Pupils can understand | image, where the pressures come from and the |
|  |  | the pressure put out there in | feelings and emotions around this pressure. |
|  |  | social media ect. | Pupils to know how to seek support and help |
|  |  |  |  |
|  | Male and female | Using Diagrams and video | Pupils to recap and be able identify different |
|  | genitals | clips Pupils can recap and be | areas of both male and female genitals. |
|  |  | able to label the different |  |
|  |  | areas. |  |
|  | Reproductive system | Using Diagrams and video | Pupils to recap on the reproductive system in |
|  |  | clips Pupils can recp on the | both male and female and the birth cycle. |
|  |  | different areas and their uses. |  |
|  |  | The be able to see the |  |
|  |  | birthing journey and |  |
|  |  | outcome. |  |
|  | STIs | Using worksheets Students | Pupils to be able to understand and recognise |
|  |  | can label and see the | the different STIs , how they are contracted and |
|  |  | different STIs, how they are | how to seek medical advice and help. |
|  |  | contracted and how to treat |  |
|  |  | them. |  |
|  | Contraceptives | Using Work sheets and | Pupils to be able to understand the different |
|  |  | discussion Pupils can | types of contraceptives and to be able to |
|  |  | understand the different | confidently use a condom. where to go for help |
|  |  | types and how they are used. | and advice. |
|  |  | Using a condom |  |
|  |  | demonstrators Pupils can feel |  |
|  |  | confident in touching and |  |
|  |  | putting on a condom. |  |
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|  | Peer pressure | Using Discussion, scenarios | Pupils to understand peer pressure especially |
|  |  | and worksheet Pupils can | around relationships and sex. To be able to feel |
|  |  | understand others’ views | confident to say no and how to get help and |
|  |  | when being pressured in to | advice. |
|  |  | sex and the different |  |
|  |  | scenarios this may occur in. |  |
|  | Self esteem | Using Scenarios, discussion | Pupils to recognise how being in a romantic |
|  |  | and video clips Pupils can see | relationship and thinking about sex can alter |
|  |  | and hear views in how a | their self-esteem, understanding these feelings |
|  |  | romantic/sexual relationship | and how to get support. |
|  |  | can alter your self-esteem. |  |
|  | Consent | Using Video clips, scenarios | Pupils to be able to understand consent in all |
|  |  | and discussion students can | different scenarios throughout life. To |
|  |  | see the different scenarios | understand the importance when in situations |
|  |  | where it is important to be | and being in a romantic relationship. How things |
|  |  | clear on consent especially | can be blurred lines and how to stay safe. To |
|  |  | around sex. | understand the consequences and how to get |
|  |  |  | help and advice. |
|  | Sexual harassment | Using Video clips, scenarios | Pupils to be able to understand sexual |
|  |  | and discussion Pupils can be | harassment within boy and girls at school, work, |
|  |  | aware of how certain | relationships and normal life. To understand the |
|  |  | behaviours and language can | consequences if boundaries are crossed and the |
|  |  | be sexual harassment | effects it can have on others. |
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