

OLD VICARAGE SCHOOL
RELATIONSHIP AND SEX EDUCATION POLICY

This policy, which applies to the whole school, is publicly available on the school website 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.

Document Details

Information Sharing Category	Public Domain
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Authorised by (if required)	Proprietors
Responsible Area	Senior Leadership Team

This policy applies to all activities undertaken by the school, inclusive of those outside of the normal school hours and away from the school site and is inclusive of all staff (teaching, support and agency staff), pupils on placement, contractors, the Proprietors and volunteers working in the school.

Availability: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Monitoring and review: This policy is subject to continuous monitoring, refinement and audit by the Head of School. The Proprietors will undertake a full annual review of this policy and its procedures, inclusive of the implementation and 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. All staff will be informed of the updated/reviewed policy and it is made available to them in either a hard copy or electronically.

Signed:

Date reviewed: April 2025

Kerry Wise
Head of School

Mrs Jenny Adshead, Mr M Adshead
Proprietors

Rationale: It is recognised that RSE is a cross-curricular area, which impinges on all aspects of students' personal and social education and development. At Old Vicarage School, we have a responsibility to provide education on relationships, health and wellbeing and sex education. This education is available to all registered students. A whole School approach to RSE is adopted. This incorporates aspects of the School ethos and organisation and enables effective pastoral support.

Old Vicarage School is committed to the teaching of relationships education to provide an understanding and lifelong learning about physical, moral and emotional development. It will provide knowledge about the processes of reproduction and the nature of sexuality and relationships in a responsible and healthy manner. Due to the nature of the subject, this policy should be read and implemented in conjunction with other existing, related policies, including, Teaching and Learning and Equal Opportunities.

What Is Relationship and Sex Education (RSE)? RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Effective Relationship and Sex Education does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

Relationships Education (KS1-2) – Definition: Relationships Education is the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, children should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Health (Physical and Mental wellbeing) Education (See our PSHEE Policy) – Definition: The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing, recognise issues in themselves and others and, when issues arise, seek support as early as possible from appropriate sources.

Principles and Values

In addition, Old Vicarage School believes that RSE should be:

- an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- an entitlement for all young people
- encourage each student to contribute to our community and aim to support each other as they grow and learn
- set within the wider Old Vicarage School context and support family commitment and love, respect and affection, knowledge and openness
- encourage students and teachers to share and respect each other's views. The important values are love, respect and care for each other
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the way these topics are delivered at Old Vicarage School and recognise that the wider community has much to offer and aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Relationship and Sex Education at Old Vicarage School has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships and marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict

Knowledge and Understanding

- learning and understanding, at appropriate stages, physical development
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay

Aims and Objectives: The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Our RSE programme delivered in a number of ways, aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;

- have the confidence and self-esteem to value themselves and others
- have respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly regarding sexual and pastoral relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected relationships
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality
- challenge sexism and prejudice and promote equality and diversity
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted/unwanted conceptions and sexually transmitted infections including HIV
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships

Content: Teaching materials used reflect ongoing consultation with parents and professional advisers and is regularly reviewed to ensure it is age-appropriate, of high-quality and contextually appropriate to our pupils. We also consult with our students in this regard. Age and cultural backgrounds of the students are always regarded in relation to resources that are used. We ensure that our RSE curriculum is well-planned, with many opportunities for questions and discussions whilst also including effective assessment to monitor understanding.

Organisation: Relationship Education, Sex Education and Health Education is delivered by teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. 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 students where it is only appropriate to discuss the body in single gender groups. Within the Old Vicarage School, the majority of content will be taught by pupils' class teacher. We look for opportunities to integrate teaching where appropriate from across wider curriculum subjects such as science, computing and PE so as to promote a whole school approach to wellbeing and health. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside Old Vicarage School may be invited to contribute to the delivery of RSE in Old Vicarage School. Topics covered within the RSE curriculum will be revisited as part of a spiral curriculum building on previous learning and introducing new content at an age-appropriate level.

Delivery – linking to wider curriculum subjects: We ensure staff feel confident and informed in the delivery of our RSE curriculum, through our staff training and high-quality planning and resources. Students learn at the appropriate level how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. Starting with our youngest of pupils, even within our EYFS, we recognise the importance of teaching our pupils how to be tolerant and respectful to all, regardless of the Protected Characteristics such as gender or race to help ingrain these values as early as possible. We emphasise the importance on our older students as role-models for our younger pupils with regard to their own role in relaying the correct information around RSE. We recognise that it is often peers and older students who pupils will discuss RSE matters with and so we promote our students being factual and responsible with the information that they hold.

The school aims to teach in a way which promotes the spiritual, moral, cultural, mental and physical development of the children at the School and prepares them for the changes of puberty and adult life. The RSE programme, outside the Science Schemes of Work where certain topics are dealt with, is conducted using a variety of informal activities which have been built into the programme. Lessons will require pupils to respond in a variety of ways, depending on the content and age-group being taught. Topics which pupils may find particularly difficult to discuss, such as consent, will be given ample time to ensure open discussions can take place.

A set of ground rules, co-created with students, help teachers create a safe environment, in which both they and students are able to confidently discuss the content being taught. The following are example rules for RSE lessons:

- students must be made aware that teachers cannot offer unconditional confidentiality.
- no one (teacher or student) will have to answer a personal question;
- no one will be forced to take part in a discussion;

- meanings of words will be explained in a sensible and factual way;
- when answering a specific question which involves information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time;
- that any teasing on sexual matters will not be tolerated and will be treated as harassment or bullying. Children are being trusted to use the information gained in lessons in a responsible and mature way and
- where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the school's Child Protection policy.

Whilst we aim to create a safe and open environment during these sessions, the school recognises that many pupils will feel it difficult to ask questions or share their thoughts. We actively work with our pupils to develop strategies to remove these barriers, including asking students who and how they'd like to share questions and thoughts e.g. through anonymous question cards/ web-based app or with specific members of staff / visitors.

Staff Training: All staff involved in the teaching of RSE will receive training on how to effectively deliver the RSE curriculum for the age group that they teach which will include on-going updates to keep up to day with changes in vocabulary and current themes. This will include the importance of ground rules and how to set them. Some aspects of training will be delivered by external providers whilst we will also use content developed by the DfE, which can be found in appendix 1 of this policy. Staff are encouraged to identify appropriate training and support to help them deliver effective RSE.

Procedures for Relationships and Sex Education: A coherent programme of RSE has been developed which focuses on the core areas detail above. Facts are presented, and issues considered within a clear moral framework, allowing students to recognise the importance of dignity and respect for themselves and others, the values of family life and acceptance of responsibility. Topics are presented in a broad and balanced way, free from sensationalism and personal bias and sensitively geared to the level of students, needs and experience.

Within any particular group there is an emphasis on trust, respect for privacy, care and compassion and the necessity of listening to others opinions in a respectful, reflective manner. Sensitivity to religious beliefs is regarded as an important dimension. The School seeks to develop students' self-esteem and a sense of responsibility by counteracting prejudice and victimisation. Key elements of RSE, or those which are especially sensitive, may be delivered by specialists. However, the School will ensure that:

- teachers are aware of their legal responsibilities;
- the concerns of teachers never trespass on parental rights;
- students are taught how to gain information on a wide range of health-related issues to include information on the provision of specific and individual advice;
- should a teacher believe that a student to be in danger or distressed or should questions from students cause such concerns, the Designated Safeguarding Lead should be consulted so that the best course of action can be identified;

It is important that all staff and outside visitors taking part in this programme are aware of these ground rules and that a classroom is not the same as a counselling session or clinic. In any one class, there are children from different backgrounds, at varying levels of physical and emotional maturity. Teachers need to be sensitive to the needs of all their children and work in a way which protects their sensibilities. Our programme for Relationship and Sex Education is broken down into the following programmes of study:

Relationships Education (EYFS,KS1,KS2) – See our Medium Plans for when this content is taught

Families and people who care for me	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • 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 for them. • that stable, caring relationships, which may be of different types, are at the heart of happy
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	<p>families, and are important for children's security as they grow up.</p> <ul style="list-style-type: none"> • that marriage/civil partnership 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.
Caring friendships	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • 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, 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, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • 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. • 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	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • 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	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • 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 self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

	<ul style="list-style-type: none"> • where to get advice from e.g. family, school and/or other sources.
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National Curriculum for Science (KS1 and KS2)

The Human Body and Reproduction	At key stages 1 and 2 this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum.
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Relationships and Sex Education (KS2 – Year 6)

Sex Education	<p>The content of our Sex Education Curriculum in KS2 considers pupils' ongoing emotional and physical development and maturity of our pupils. It is reviewed and adapted in consultation with parents. It is age-appropriate and takes into account the developmental differences of the children, considering religious background and the significance of other factors such as any special educational needs or disabilities.</p> <p>The content includes ensuring that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science. Specifically, separate from the Statutory Science curriculum, the school will teach:</p> <ul style="list-style-type: none"> - how a baby is conceived and born. <p>The school will offer parents support in talking to their children about sex education and this will link with what is being taught in the school. This content and resources will be made available to view and discuss with parents prior to being taught.</p>
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Health Education (KS1 and KS2)

Mental wellbeing	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.
Internet safety and harms	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing.

	<ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories, and nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • The facts and science relating to allergies, immunisations and vaccination.
Basic first aid	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> • know how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
Menstruation	<p>The onset of menstruation can be confusing or even alarming for girls if they are not prepared. As with education about puberty, the programme will include understanding of and preparation for menstruation, for all pupils. The school will also make adequate and sensitive arrangements to help girls manage menstruation and with requests for sanitary protection.</p>

Working with external agencies: Working with external organisations can enhance the delivery of these subjects, bringing specialist knowledge and different ways of delivering content to our pupils. As with any visitor, we will ensure they undergo safeguarding checks and carry out due diligence on them, ensuring their proposed teaching is in line with our planned programme of study and this policy. When in class, visitors will be supervised by a teacher, who will be present at all times. Their teaching must also be age-appropriate and accessible for the pupils to whom they intend to teach. We will request their materials and lesson plans in advance so that we can ensure it is appropriate for all of our pupils. The school will ensure that

external agencies who visit understand their responsibilities regarding safeguarding of our pupils and know how to deal with both confidentiality within the school and also any safeguarding concerns including how to report these concerns. We recognise that visitors are an enhancement to support our staff rather than as a replacement.

Senior Leadership and whole school approach: To ensure effective practice across the school, we have established a curriculum lead for our Relationships Education, Relationships and Sex Education and Health Education who is Mrs Kerry Wise. They are given dedicated time to lead specialist provision and are responsible for reviewing planning and resources across the school and promoting these subjects across the school.

Alongside this, our senior leadership team will ensure these subjects are set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. For example, our curriculum on relationships and on sex complement, and are supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any reports pupils may make as a result of the subject content). The subjects sit within the context of a school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system. This is also the case for our teaching about mental health within health education. The curriculum on health education similarly complements, and is supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activity and school food.

The school will consider how its teaching can help support the development of important attributes in pupils, such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy, as well as how those attributes are also developed by other aspects of the school's provision. The Head of School ensures that issues are proactively addressed in a timely way in line with current evidence on children's physical, emotional and sexual development, in line with pupil need, informed by pupil voice and participation in curriculum development

Specific Issues within RSE

Child Protection, reporting and confidentiality: Old Vicarage School has a separate Safeguarding Child Protection Policy. Effective Relationship and Sex Education may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns by informing the Designated Safeguarding Lead. Staff ensure that children are made aware of how to raise concerns or make a report, and how any report will be handled. This includes if they have a concern about a friend or peer.

When teaching the new subjects, the school recognises that children may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers will be aware of the risks of encouraging or making suicide seem a more viable option for pupils and avoid material being instructive rather than preventative. Staff will take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images.

Disclosures: If a member of staff learns that an under 16-year-old is sexually active or contemplating sexual activity the Old Vicarage School will ensure that:

- The young person is persuaded to talk to their parent/carer
- Our Designated Safeguarding Lead is informed;
- The young person receives adequate counselling and information

Controversial and Sensitive Issues: Members of staff are aware that views around RSE related issues are varied. However, whilst personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own informed opinions but also respect others that may have a different opinion.

Dealing with difficult Questions: We recognise that pupils (especially primary-aged) will often ask staff questions pertaining to sex or sexuality which go beyond what is set out for our Relationships Education. We recognise that children of the same age may be developmentally at different stages, leading to different types of questions or behaviours. As such, our teaching methods take account of these differences – including when they are due to specific special educational needs or disabilities – and consider the potential for discussion on a one-to-one basis or in smaller groups. Both formal and informal RSE arising from students' questions are answered according to the age and maturity of the student concerned, considering each question and as case-by-case basis. Staff do not have to answer questions directly and can be addressed individually later. Staff will consider

with their students what is appropriate and inappropriate in a whole-class setting and the school will offer support and training in answering questions which are better not dealt with in front of a whole class. Individual teachers must refer to the Designated Safeguarding Lead if they are concerned by a pupil's questions.

Sexual Identity and Sexual Orientation including Lesbian, Gay, Bisexual and Transgender (LGBT): Old Vicarage School believes that Relationship and Sex Education should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Teaching about LGBT will form part of our Relationships and Sex Education Programme of Study; the school will ensure that its teaching is sensitive, age-appropriate and delivered with reference to the law. Homophobic bullying is dealt with strongly yet sensitively.

Equal Opportunities and inclusion (Including SEND) in Relationship and Sex Education: The Relationship and Sex Education curriculum has been developed to take into account the diversity of the school's population and to meet the needs of the students. We are aware of our requirements to comply with the Equality Act 2010 and we review our teaching materials to ensure their suitability for our pupils. Additionally, we consider the makeup of our pupil body and have put in place additional support for pupils with particular protected characteristics, as part of a whole-school approach. All Relationship and Sex Education will be inclusive and meet the needs of all young people, recognising that issues such as sexuality, disability, ethnicity and faith affect attitudes towards sex and relationships. We will address explicit and implicit homophobia in Old Vicarage School, and issues of related bullying.

At Old Vicarage School, we believe Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities as they represent a large minority of pupils. High quality teaching that is differentiated and personalised is our starting point to ensure accessibility. This school is also mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEND. Old Vicarage School recognises that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a particular priority for some pupils, for example some with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

Sexual Violence/Harassment and Gender stereotypes: Old Vicarage School is alert to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and takes positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours and our School pastoral and behaviour policies aim to reinforce our values and support all pupils.

The school refers to as part of our Safeguarding – Child Protection Policy, the Department for Education's Advice on Sexual Violence and Sexual Harassment between children. We recognise the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously; staff are aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. However, we do not make assumptions about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; we recognise that most young men are respectful of young women and each other. An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that our pupils treat each other well and go on to be respectful and kind adults. Please see our Policy on Sexual Violence and Sexual Harassment (including Child on Child Abuse) Policy for more details which includes:

- What is Sexual Violence and Sexual Harassment including online abuse;
- How to minimise the risks of Sexual Violence and Sexual Harassment occurring;
- What the school will do if it receives an allegation or concern of sexual violence or harassment and
- The school's understanding that SV and SH is unacceptable and will never be tolerated.

Involvement of Parents/Carers: We recognise the vital role parents play in the development of their children's understanding about relationships. As such, we encourage an active partnership with all parents in the development and the delivery of Relationships Education and RSE, so that parents can feel confident in the programme offered to their children.

The school works in partnership with parents to develop this policy to ensure it meets the needs of pupils and parents and reflects the community the school serves. At an appropriate time (usually every second year), new parents will be given the opportunity to attend a presentation on the approaches used in the Relationships Education and RSE lessons. This also allows parents the opportunity to view examples of the resources the school plans to use as part of its lessons. We encourage parents to discuss what will be taught and look to address any concerns and help support parents in managing conversations with their children on these issues. We actively seek parents and pupils' views on how to develop our RSE curriculum through both parents and pupil forums and through questionnaires. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe.

The School prospectus and website contains additional information about:

- the RSE programme, its content and organisation;
- details of how parents can learn about the programme;
- the procedures to be followed if parents wish to withdraw their child from any or all parts of the school's sex education programme.

Parental Consultation.

The school consults annually with parents. In line with statutory guidance, whilst parents do not have the right to withdraw their children from all or any part of Relationships Education or Health Education, parents can request to withdraw their children from any or all parts of the School's programme of sex education, other than those elements which are required by the National Curriculum. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this programme. If parents have requested that their child be withdrawn from an aspect of Sex Education, the Head of School will meet with parents to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

The Old Vicarage School believes that all children should be offered the opportunity of receiving an appropriate, comprehensive and well-planned programme of Relationships and Sex Education in accordance with the law and government policy. Relationships and Sex education is taught, in part, through Science lessons in accordance with the National Curriculum. All children at Old Vicarage School have a basic entitlement to information about the human life cycle and reproduction, which is covered in the science curriculum. Parents do not have the right to withdraw children from this provision which forms the basis for understanding the nature of life itself.

The School will provide a supervised, quiet working area for any students who are withdrawn. If necessary, alternative work will be provided. Once a child has been withdrawn they cannot take part in the Sex education programme until the request for withdrawal has been removed.

Assessment: Old Vicarage School maintains the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Pupil learning is assessed, and assessments used to identify where pupils need extra support or intervention. We use a range of methods for assessment, for example, written quizzes, assignments / answering of scenario cards, discussions or self-evaluations, to capture progress.

Monitoring and Evaluating the Impact of RSE: The school will regularly monitor relationships, Health and Sex Education to ensure the curriculum is effective and meeting the needs of our pupils. This will be carried out by the RSE subject lead alongside support from the senior leadership team, parents and pupils for specific aspects of the curriculum. Monitoring will involve:

- Reviewing pupils' learning within books and assessments
- Reviewing curriculum resources with parents and pupils
- Ensuring that vocabulary being used within lessons is appropriate to the current language being used by children e.g. 'sexting'

- Reviewing parent and pupil questionnaire responses to look for developments that can be made.

Proprietors: As well as fulfilling their legal obligations, the Proprietors will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Confidentiality: Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead. (See also our Child Protection Policy.)

Legal Status:

- Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(England\) Regulations 2019](#) (DfE: July 2019)
- Sections 34 and 35 of the [Children and Social Work Act 2017](#) (HM Gov: 2017)
- [Keeping Children Safe in Education](#) (DfE: 2025)
- [The Equality Act 2010](#)
- [SEND Code of Practice: 0 to 25 years](#) (DfE: January 2015)
- [Sexual Offences Act 2003](#) (HM Government: 2003)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE: September 2021)

Additional links: This policy has been developed using the following documents, which provide additional information:

- Behaviour and Discipline in Schools - <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Mental Health and Behaviour in Schools - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools.pdf
- Preventing and Tackling Bullying - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
- Promoting British Values - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Appendix A – RSE Resources: There are many excellent resources available, free of charge, which the school uses to draw on when delivering these subjects. Resources are assessed carefully to ensure they are appropriate for the age and maturity of pupils and sensitive to their needs. When the school consults with parents, we provide examples of the resources planned, as this can be reassuring for parents, and enables them to continue the conversations started in class at home. This is for illustrative purposes and is not an exhaustive list.

Relationships Education

Safeguarding: NSPCC PANTS rule with film <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

Relationships and Sex Education

[Teaching about Relationships, Sex and Health](#) (DfE: March 2021) Provides Teacher training on specific areas of the RSE curriculum.

Sexual health and relationships: range of resources available at <https://sexwise.fpa.org.uk/>

Abuse in relationships: Disrespect NoBody (Home Office and Government Equalities Office) <https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing>

Consent: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary <https://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Online and offline relationships and bullying, alcohol, smoking, stress, body image: Public Health England website with videos made by young people and resources tested with teachers
https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools PSHEA EdComs Resource listing Sep17

Mental health

Mental health and emotional wellbeing: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

[MindEd educational resources](#) on children and young people's mental health.

Online safety

Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting.
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

PSHE

PSHE Association Programme of study for KS1-5 <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Drugs and alcohol

Planning effective drug and alcohol education: Mentor-ADEPIS research and briefing papers with ideas for lessons
<http://mentor-adepis.org/planning-effective-education/>

Extremism and radicalisation

Practical advice and information for teachers, school leaders and parents on protecting children from extremism and radicalisation www.educateagainsthate.com