

Relationship Education and Relationship & Sex Education (RSE) Policy

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1. Aims of PSHE

Brighton Waldorf School aims to teach Personal, Social and Health Education using a whole-school approach with the aim of creating a community and environment that respects, supports and encourages each pupil

- Under section 78 of the Education Act 2002, the PSHE curriculum must Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Brighton Waldorf School takes a comprehensive approach towards PSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups supporting the development and learning capacity of each pupil.

PSHE makes a significant contribution to the promotion of young people's personal and social development. This is an essential aspect of education, supporting learning across all curriculum areas. Through the promotion of PSHE, skills are developed that our pupils need in order for them to grow and flourish as individuals and members of society.

Studying PSHE contributes to helping children and young people to build their personal identities, confidence and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision making process. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios.

Overall, the PSHE curriculum at Brighton Waldorf School supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to the Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) opportunities provided to all pupils.

2. Statutory RSE and Health Education

Relationships education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people

need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword, Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance 2019 p.4-5.

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.
DfE Guidance p.8*

“All schools must have in place a written policy for Relationships and Sex Education.”

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.
DfE Guidance p.11.*

The DfE Guidance 2019 at secondary school (Middle and Upper School) level relates to the ‘intimate and sexual relationships, including sexual health’ section of the guidance and includes:

- Facts about reproductive health
- Facts about the full range of contraceptive choices
- How sexually transmitted infections (STIs) including HIV/AIDS are transmitted
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
- Consent and the law

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.
DfE Guidance page29*

Brighton Waldorf School include the statutory Relationships, Sex and Health Education within the PSHE curriculum as our pupils need help and advice to help them develop healthy relationships, not just those of an intimate nature, but of all kinds.

We aim to help them understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our pupils to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

3. Safeguarding and Responsibility

PSHE and RSE work with pupils' real-life experiences and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of ground rules;

- Listen to each other (only one person talks at a time)
- Keep to time
- Challenge the statement; not the individual making it
- The 'right' not to answer questions
- No personal questions to be asked by pupils or teachers
- If giving an example make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in PSHE and RSE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. All staff at the Brighton Waldorf School receive safeguarding training.

Due to nature of the topics covered in the PSHE and RSE education programmes, all teachers are made aware of the Brighton Waldorf School guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

4. Equality

The PSHE and RSE policy at Brighton Waldorf School promotes respect and value for each individual pupil. The DfE Guidance 2019 (p.15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

Brighton Waldorf School is free to determine how and when they teach the pupils about LGBT content (Lesbian, Gay, Bisexual, Transgender) and all pupils are taught the LGBT content at a timely point as part of the curriculum.

At the Brighton Waldorf School, we respect the right of pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education.

5. SEND

The Brighton Waldorf School prides itself on its inclusive policy and how we make provision for all pupils’ needs. This is no exception for PSHE and RSE. High quality teaching is differentiated and personalised to meet the needs of all pupils.

6. Assessing

As with any learning, the assessment of pupils’ PSHE and RSE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Pupils do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways; posters, leaflets, reflective diaries etc. Their progress is also monitored during class discussions, group work, questionnaires / surveys and peer assessment.

Pupil voice is also used to adapt and amend material for PSHE and RSE and ensure it is relevant and effective to both our learners and wider community.

7. Roles and Responsibilities

The Brighton Waldorf School Board of Trustee Governors

The PSHE and RSE policy will be approved by Brighton Waldorf School Board of Trustee Governors and they will hold the School Director to account for its implementation.

The School Director

It is the responsibility of the School Director to ensure that PSHE and RSE is taught consistently across the school.

It is also their responsibility to manage any requests to withdraw pupils from non-statutory components of RSE

Staff

The staff across the Brighton Waldorf School are responsible for:

- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents / carers wish them to be withdrawn from the non-statutory 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 School Director.

Pupils

There is an expectation that all pupils at the Brighton Waldorf School fully engage in PSHE and RSE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

Parents

All parents/carers have access to the PSHE and RSE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process.

8. Parents Right to Withdraw

Primary schools

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 components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the School Director. Alternative work will be given to pupils who are withdrawn from sex education.

Secondary schools

Parents' have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if

the child wished 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 5 of this policy and addressed to the School Director.

A copy of withdrawal requests will be placed in the pupil's educational record. The School Director will discuss the request with the parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

9. Visitors

The Brighton Waldorf School value working with external partners as they enhance the delivery of PSHE and RSE with specialist knowledge and different ways of engaging our pupils. As part of the PSHE and RSE educational package, outside visitors will be invited to deliver appropriate sessions to pupils within the School.

All visitors are subject to the Brighton Waldorf School Child Protection and Safeguarding policy and the credentials of visiting organizations and any visitors linked to external agencies are always checked. The Brighton Waldorf School also ensures that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.

As with all PSHE and RSE lessons, the Brighton Waldorf School will ensure that guest speakers / visitors are aware of the confidentiality and safeguarding policy. Any matters reported by visitors to the lead teacher will be dealt with in line with the Safeguarding Policy

10. Curriculum Design

Our curriculum is set out as per Appendix 1, 2 & 3 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, 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 they are fully informed and don't seek answers online.

11. Policy Review

Policy Name	PSHE and RSE Policy
Author	Damian Mooncie
Statutory, regulatory and/or contractual considerations	Statutory
Implementation Date	November 2020
Review Date	September 2021
Review Cycle	Annually

The PSHE and RSE policy at the Brighton Waldorf School is informed by the DfE guidance:

- Keeping Children Safe in Education
- Respectful School Communities
- Behaviour and Discipline in Schools
- Equalities Act 2010
- SEND code of practice: 0 to 25 years]
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying including cyberbullying
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools

Appendix 1: Middle & Upper School | Curriculum Design | PSHE and RSE Overview

	Term 1 Being Me In My World	Term 2 Celebrating Differences	Term 3 Dreams and Goals	Term 4 Healthy Me	Term 5 Relationships	Term 6 Changing Me
Class 6 (Year 7)	Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
Class 7 (Year 8)	Self-identity, family and identity, stereotypes, personal beliefs and	Positive change made by others, how positive behaviour affects	Long-term goals, skills, qualifications, careers, money	Long-term physical health, responsibility for own health, dental	Positive relationship with self, social media and	Types of close intimate relationships, physical attraction,

	judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, race and religion, prejudice, LGBT+ bullying	and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Class 8 (Year 9)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization,	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate	Personal strengths, health goals, SMART planning, links between body image and mental health, nonfinancial	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the	Power and control in intimate relationships, risk in intimate relationships, importance of	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on

	county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control	crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression	law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes
Class 9 (Year 10)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety,	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals	Improving health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering,	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn,	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality,

	online identity, assessing and managing risk			common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumourmongering, abuse in teenage relationships. Legislation, support and advice	stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.
Class 10 (Year 11)	Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control update	Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual	Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive	

	<p>societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality</p>		<p>set, education and training options, long term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.</p>	<p>pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe</p>	<p>health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, “coming out” challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support</p>	
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Appendix 2:

Early Years and Lower School | Curriculum Expectations | PHSE and RSE Overview

Classes	Relationship	Health & Wellbeing	Living in the Wider World
Early Years to Class 1 (Key Stage 1)	<ul style="list-style-type: none"> Who is in my family? What does my family do for me? What makes a good friend? How should I treat my friends? What is bullying and what can I do about it? 	<ul style="list-style-type: none"> Where do babies come from? How have I changed since I was a baby? How are other children similar or different to me? Why are girls' and boys' bodies different? What do we call the different parts of girls' and boys' bodies? Who can I ask if I need to know something? Who can I go to if I am worried about something or feel unsafe? What things do I need to keep safe and healthy? 	<ul style="list-style-type: none"> What can people do with money? How can I look after other people? How can I look after the wider world? What different jobs do people do?
Classes 2 to 3 (Lower Key Stage 2)	<ul style="list-style-type: none"> Why might friendships change? How can I be a good friend? What are some of the bad ways people can behave towards one another? How do I know if I am being bullied and what can I do about it? 	<ul style="list-style-type: none"> How and why is my body changing? How do boys and girls grow differently? Why are we all different? Is it ok to be different? What makes good and bad feeling? How can I tell how other people are 	<ul style="list-style-type: none"> What is a community? What is my role in a community? What is the difference between good and bad choices? How might my choices affect people around me?

	<ul style="list-style-type: none"> • Why are some parents married and some not? • Why don't all families look the same? 	<ul style="list-style-type: none"> feeling? • What are good habits for looking after my growing body? • What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable? • How do different animals have babies? 	<ul style="list-style-type: none"> • How might my choices affect the environment?
Classes 4 to 5 (Upper Key Stage 2)	<ul style="list-style-type: none"> • What are the important relationships in my life now? • What is love? How do we show love to one another? • Can people of the same sex love one another? Is that ok? • What are the different kinds of families and partnerships? • What do the words 'lesbian' and 'gay' mean? • What should I do if someone is being bullied or abused? • Can relationships be harmful? • How can I say 'no' to someone without hurting their feelings? 	<ul style="list-style-type: none"> • What is puberty? Does everyone go through it? • What changes happen during puberty to boys and girls? • How can I look after my body now I am going through puberty? • How can girls manage periods (menstruation)? • How will my body change as I get older? • How can I find reliable information about these things safely on the internet? 	<ul style="list-style-type: none"> • What jobs might I like to do? • What things might I need to do to get that job? • What things can I do to earn money safely? • How can I save money? • Where can I keep my money? • What is the media? • Should I believe everything I read online? • What things can I share on social media? • What should I do if I see something inappropriate online
Class 6 (Year 7 Key Stage 3)	<ul style="list-style-type: none"> • Why are families important for having babies and bringing them up? • 	<ul style="list-style-type: none"> • Why does having a baby need a male and female? What are eggs and sperm? • What kinds of feelings come with puberty? What are sexual feelings? • What are wet dreams? What is masturbation? Is it normal? • How can I cope with these different 	<ul style="list-style-type: none"> • Can I believe everything I see on TV about perfect bodies/relationships/girls and boys... to be true?

		<p>feelings and mood swings?</p> <ul style="list-style-type: none"> • What is sexual intercourse? • What happens during conception? • Does conception always occur or can it be prevented? • How do families with same-sex parents have babies? • How does a baby develop? How is it born? • Where can I find information about puberty and sex? • 	
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Appendix 2: Early Years and Lower School | Curriculum Map | | PHSE and RSE Overview

Early Years to Class 1 (Key Stage 1)	Relationship	Health & Wellbeing	Living in the Wider World
Term 1	<p>What makes a good friend?</p> <ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships 	<p>Who helps to keep us safe?</p> <ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say 	<p>What can we do with money?</p> <ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants -

	<ul style="list-style-type: none"> • how to ask for help if a friendship is making them unhappy 	<ul style="list-style-type: none"> • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<p>that people may not always be able to have the things they want</p> <ul style="list-style-type: none"> • how to keep money safe and the different ways of doing this
Term 2	<p>What is bullying?</p> <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<p>What helps us to stay safe?</p> <ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them. 	<p>What jobs do people do?</p> <ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life

Term 3	Who is special to us? <ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	What is the same and what is different? <ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common <p>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</p>	How can we look after each other and the world? <ul style="list-style-type: none"> how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively the responsibilities they have in and out of the classroom how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group
Classes 2 to 3 (Lower Key Stage 2)	Relationship	Health & Wellbeing	Living in the Wider World
Term 1	How can we be a good friend? <ul style="list-style-type: none"> how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded how to recognise if others are feeling lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to positive friendships that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and 	Why should we eat well and look after our teeth? <ul style="list-style-type: none"> how to eat a healthy diet and the benefits of nutritionally rich foods how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health how people make choices about what to eat and drink, including who or what influences 	What keeps us safe? <ul style="list-style-type: none"> how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable

	<p>reconcile differences</p> <ul style="list-style-type: none"> • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support <p>What are families like?</p> <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<p>these</p> <ul style="list-style-type: none"> • how, when and where to ask for advice and help about healthy eating and dental care 	<ul style="list-style-type: none"> • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services.
Term 2	<p>What strengths, skills and interested do we have?</p> <ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	<p>Why should we keep active and sleep well?</p> <ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical 	<p>What makes a community?</p> <ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school

		<p>activity, sleep and rest and who to talk to if they are worried</p> <p>How can we manage our feelings?</p> <ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different way • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings 	
<p>Term 3</p>	<p>How do we treat each other with respect?</p> <ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination 	<p>How will we grow and change?</p> <ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty 	<p>What makes a community?</p> <ul style="list-style-type: none"> • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them

	<ul style="list-style-type: none"> how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 		
Classes 4 to 5 (Upper Key Stage 2)	Relationship	Health & Wellbeing	Living in the Wider World
Term 1	<p>How can friends communicate safely?</p> <ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>How can we keep health as we grow?</p> <ul style="list-style-type: none"> how mental and physical health are linked how positive friendships and being involved in activities such as clubs and community groups support wellbeing how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> how to plan a healthy meal how to stay physically active how to maintain good dental health, including oral hygiene, food and drink choices how to benefit from and stay safe in the sun how and why to balance time spent online with other activities how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep how to manage the influence of friends and family on health choices that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one 	<p>what jobs would we like?</p> <ul style="list-style-type: none"> that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some may be voluntary (unpaid) about the skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and careers, including college, apprenticeships and university how people choose a career/job and what influences their decision, including skills, interests and pay how to question and challenge stereotypes about the types of jobs people can do how they might choose a career/job for themselves when they are older, why they would choose it and

<p>Term 2</p>	<p>What makes up our identity?</p> <ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) 	<p>How can we keep health as we grow?</p> <ul style="list-style-type: none"> • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support • 	<p>What decisions can people make with money?</p> <ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something ‘value for money’ and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions
<p>Term 3</p>	<p>What makes up our identity?</p> <ul style="list-style-type: none"> • how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others 	<p>How can drugs common to everyday life affect health?</p> <ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them 	<p>How can the media influence people?</p> <ul style="list-style-type: none"> • how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of

		<ul style="list-style-type: none"> that for some people, drug use can become a habit which is difficult to break how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use how to ask for help from a trusted adult if they have any worries or concerns about drugs <p>How can we help in an accident or emergency?</p> <ul style="list-style-type: none"> how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions that if someone has experienced a head injury, they should not be moved when it is appropriate to use first aid and the importance of seeking adult help the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	<p>online content and media are, e.g. videos, blogs, news, reviews, adverts</p> <ul style="list-style-type: none"> to recognise unsafe or suspicious content online and what to do about it how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them how to make decisions about the content they view online or in the media and know if it is appropriate for their age range how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have to discuss and debate what influences people's decisions, taking into consideration
Class 6 (Year 7 Key Stage 3)	Relationship	Health & Wellbeing	Living in the Wider World
		<ul style="list-style-type: none"> how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else 	

Appendix 3: Early Years (EYFS) | Curriculum Expectations & Map | PSHE and RSE Overview

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

Classes	Relationship	Health & Wellbeing	Living in the Wider World
Early Years to Five Plus (EYFS)	<p>Personal, social and emotional development Self-confidence and self-awareness:</p> <ul style="list-style-type: none"> • Are confident to speak in a familiar group • Will talk about their ideas <p>Managing feelings and behaviour:</p> <ul style="list-style-type: none"> • Work as part of a group or class <p>Making relationships:</p> <ul style="list-style-type: none"> • Play co-operatively, taking turns with others <p>Communication and language Listening and attention:</p> <ul style="list-style-type: none"> • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <p>Understanding:</p> <ul style="list-style-type: none"> • Answer ‘how’ and ‘why’ questions in response to stories or events. 	<p>Personal, social and emotional development Self-confidence and self-awareness:</p> <ul style="list-style-type: none"> • Say when they do or don’t need help <p>Managing feelings and behaviour:</p> <ul style="list-style-type: none"> • Talk about how they and others show feelings • Talk about their own and others’ behaviour <p>Making relationships:</p> <ul style="list-style-type: none"> • Show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. <p>Communication and language Listening and attention:</p>	<p>Personal, social and emotional development Self-confidence and self-awareness:</p> <ul style="list-style-type: none"> • Children are confident to try new activities • Say why they like some activities more than others • Will choose the resources they need for their chosen activities <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • Understand and follow the rules • Adjust their behaviour to different situations • Take changes of routine in their stride <p>Making relationships:</p>

	<p>Speaking:</p> <ul style="list-style-type: none"> Children express themselves effectively <p>Understanding the World People and communities:</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members <p>The World:</p> <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things <p>Technology:</p> <ul style="list-style-type: none"> Select and use technology for particular purposes. 	<ul style="list-style-type: none"> Children listen attentively in a range of situations <p>Understanding:</p> <ul style="list-style-type: none"> Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. <p>Speaking:</p> <ul style="list-style-type: none"> Show awareness of listeners’ needs <p>Understanding the World People and communities:</p> <ul style="list-style-type: none"> Know that other children don’t always enjoy the same things, and are sensitive to this <p>The World:</p> <ul style="list-style-type: none"> Talk about the features of their own immediate environment and how environments might vary from one another 	<ul style="list-style-type: none"> Take account of one another’s ideas about how to organise their activity <p>Making relationships:</p> <ul style="list-style-type: none"> Take account of one another’s ideas about how to organise their activity <p>Understanding:</p> <ul style="list-style-type: none"> Children follow instructions involving several ideas or actions <p>Speaking:</p> <ul style="list-style-type: none"> Use past, present and future forms accurately when talking about events <p>Understanding the World People and communities:</p> <ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions <p>The World:</p> <ul style="list-style-type: none"> Make observations of animals and plants and explain why some things occur, and talk about changes <p>Technology:</p> <ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools
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Appendix 4: Parent form: withdrawal from sex education within RSE

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

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

Appendix 5 | RSE Parental Consultation Questionnaire

Dear Parent/Carer,

As part of your child's education at Brighton Waldorf School we promote personal well-being and development through and comprehensive Learning for Life curriculum. This subject area gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. Please could you complete the following questionnaire in order for us to have your feedback recorded.

The Relationship Education and Relationship & Sex Education (RSE) Policy for Middle & Upper School and the Relationship Education and Relationship & Sex Education (RSE) Policy for Early Years and Lower School has been sent by separate email for your information and reference regarding this questionnaire.

The program of learning outlined will be delivered at part of the Board Curriculum January 2021 and becomes statutory for all schools from April 2021.