

Relationship and Sex Education Policy

Issued: March 2023

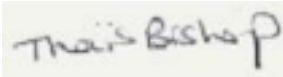
Reviewed:

Endorsed by:

Name: Thais Bishop

Position: Brighton Waldorf School Trustee

Signed:



Date: 30.03.23

Next review: March 2025

Location and Dissemination

This policy document is freely available on request to the entire school community. The policy is referred to in relevant areas of the curriculum. A copy of the policy can be found on the school's website.

The Overall School Aims and Objective

Brighton Waldorf School's aims to deliver a Relationship, Sex and Health Education that prepares students to make informed and safe decisions. Underpinning the teaching of RHE and RSE are the values of responsibility, respect, self-motivation and resilience.

Statutory Regulations and Guidance

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2022)
- Children and Social Work Act (2017)

The statutory regulation and guidance from DfE indicate:

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

Brighton Waldorf School values the PSHE curriculum as one way to support the children’s development as growing individuals to enter the world as healthy, respectful citizens who understand who they are empowered, and equipped for life and learning.

We include the statutory Relationships, Relationships and Sex, and Health Education within our whole-school PSHE Programme.

Rationale

We define ‘relationships and sex education’ as learning about physical, moral and emotional development that students need in order to understand their own and others' sexuality.

Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral, and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

We believe it is important to address this area of the curriculum because pupils have a universal entitlement to learning that will enable them to live safe, fulfilled, and healthy lives. The programme contributes to protecting children and young people by addressing national and local health priorities. The programme also acts to protect children and young people from concerns raised through the pastoral system in school.

Aspects of RHE and RSE are a statutory entitlement for young people at Key Stages 3 and 4 (Classes 6 - 10). It provides a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection.

Roles and Responsibilities

The RHE and RSE programme will be led by the PSHE lead for the Lower School (Class 1-5), Denise Preis, and the PSHE lead for the Middle and Upper School (Class 6-10), Ruth Lovegrove.

It will be taught in the Lower School, Middle and Upper School by the PSHE teacher and supported by the relevant class teacher.

Curriculum Design

To ensure progression, the PSHE lessons follow a spiral curriculum with the themes: Living in the Wider World, Relationships, and Health and Wellbeing. This is a thematic model as laid out in the PSHE Association’s ‘Programme Builder’ for primary and secondary students

which we review regularly to ensure it meets the student's needs. The content within these three themes allows us to meet all the statutory PSHE and RSE requirements.

Each class (1 – 10) receives a 45 minute PSHE lesson per week.

Furthermore, content is delivered by the class teacher in particular Main Lesson blocks. This allows the class teacher to deliver some aspects of Relationship, Relationship and Sex, and Health Education. The class teacher is the class's pastoral lead. Brighton Waldorf School recognises the strength in delivering the lessons with a trusting bond in place between teacher and child.

These main lessons include Puberty, in Class 4; Life and Love, in Class 6, Physiology in Class 7, and Embryology in Class 10. These take place during the 'Main Lesson' for 2 hours every morning for a period of 2 to 3 weeks.

Our RSE programme will be taught through a range of teaching methods and interactive activities that are seen to be pedagogically appropriate by the school. This may include discussion, learning stories, role play, or guest speakers. Selected resources, such as books and film clips, may be used to support learning in the Middle and Upper school and will be regularly reviewed by the PSHE Leads.

We will ensure RSE is matched to the needs of our pupils by conducting pupil and parent surveys and responding appropriately. Consultation with pupils may also take place informally. Informally, there is an open dialogue between staff and students. Similarly, we may respond to current world events or in reaction to an unpredicted need within the class. This will be communicated to the PSHE department via the Department Pedagogical meeting.

We will ensure cross-curricular learning by keeping an up-to-date overview of whole school deliveries. The PSHE lead will liaise with representatives from all departments within the Pedagogical Meeting. Learning about relationships and sex education in PSHE education lessons will complement learning in Science in the Middle and Upper School.

We will teach to the intended learning outcomes specified by the DfE for this curriculum. Full details of the specified outcomes are in Appendix 1 at the end of this policy.

The Law

The statutory regulation and guidance from DfE state that:

'It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.'

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Diversity and Inclusion

Our RHE and RSE programmes recognise that young people will bring prior learning and real life experiences to their learning. Our programmes respect and build on these, providing programmes that reflect both the universal and unique needs of our students. In this way, the programmes recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

In reading this, please also refer to the Brighton Waldorf School SEND policy.

Pupils with additional educational needs

As far as is appropriate, young people with special educational needs follow the same RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one to one basis. It is the school's policy not to withdraw young people with special educational needs from RSE to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

Safe and Effective Practice

It is vital that pupils can have such discussions and engage in learning activities in a safe climate of trust, co-operation, and support.

We will ensure a safe learning environment by work with pupils to establish ground rules about how they will behave towards each other in discussion and provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class. Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils. Examples of ground rules include:

- Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.
- Keep the conversation in the room: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.
- Non-judgmental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
- Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
- Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
- Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.
- Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.
- Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.

Teachers and pupils will agree to ground rules by providing access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form).

It is important to encourage pupils to ask questions but this requires the teacher to feel confident to handle the questions raised. The PSHE team is prepared to meet and handle tricky questions. Pupils will be able to raise questions anonymously by posting them through the box that is at reception. The PSHE team will collect these questions and weave them into the content of the PSHE lesson.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Teachers will consult with the designated safeguarding lead as laid out in the Safeguarding policy.

The protocol for inviting visitors into lessons is outlined in the Safeguarding policy.

Engaging Stakeholders

The policy will be available to parents through the school website.

We are committed to working with parents and carers by listening and responding to thoughts and concerns. Parents and Carers are invited to contact the school directly with any queries or concerns. The resources are also available by request.

We will notify parents when Relationships and Sex education will be taught via the class teacher through the termly parents' evening.

Parents have the right to withdraw their children from Sex Education content by letter to the College of Teachers. This does not include the content covered within the Science Curriculum, nor does it cover PSHE and Relationship Education content.

Monitoring, Reporting and Evaluation

Teachers will critically reflect on their work in delivering RSE through termly meetings with the PSHE Lead which will include a deep dive into the subject.

As with any learning, the assessment of a young person's personal, social and emotional development is important. It provides information that indicates their progress and informs the development of the programme.

Young people do not pass or fail in this area of learning, but have opportunities to review and reflect on their learning during lessons, set personal goals and agree strategies to reach them. The process of reflective assessment has a positive impact on young people's self-awareness and self esteem, and there are opportunities to record learning and progress in different ways.

We will assess pupil's learning through; in class questions and answers, discussion, group work, peer assessment, self-assessment and marking of book work.

RSE Policy Renewal Date

As part of effective RSE provision, the RSE policy should be reviewed at least every 18 months / 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

This policy will be reviewed in March 2025.

It will be reviewed by the Council of Trustees.

Appendix 1

Intended Learning Outcomes for Primary and Secondary aged pupils

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

By the end of primary education (Class 5):

Families and people who care for me	<p>Pupils should know</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.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</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, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

	<ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know</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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</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 should know</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.

	<ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
--	---

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary (class 10):

Families	<p>Pupils should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. <ul style="list-style-type: none"> • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. <ul style="list-style-type: none"> • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. <ul style="list-style-type: none"> • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. <ul style="list-style-type: none"> • how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.

- | |
|---|
| <ul style="list-style-type: none">• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.• that they have a choice to delay sex or to enjoy intimacy without sex.• the facts about the full range of contraceptive choices, efficacy and options available.<ul style="list-style-type: none">• the facts around pregnancy including miscarriage.• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).<ul style="list-style-type: none">• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.• how the use of alcohol and drugs can lead to risky sexual behaviour.• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. |
|---|