

### **R3. Relationship and Sex Education (RSE) POLICY**

*Our mission is to develop happy, confident and successful children who are well prepared for their future.*

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| ISSR no.                               | 2f                   |
| Policy Owner                           | Deputy Head Pastoral |
| Reviewed by Deputy Head Pastoral       | 08.04.24             |
| Reviewed by Headteacher                | 23.04.24             |
| Reviewed by Governing Body (Education) | 07.05.24             |
| Renewal date (by)                      | 31.05.26             |

## **RATIONALE**

This policy covers Westbrook Hay School's approach to Relationship and Sex Education (RSE), not only in lessons but through the attitude of our pupils and staff alike; our ethos and approach, our commitment to equality both within and outside the classroom with respect for the backgrounds and beliefs of pupils and parents whilst ensuring pupils are provided with knowledge relating to the Law.

## **LEGISLATION AND GUIDANCE**

As a school, we recognise that we have a legal responsibility under The Relationships Education, Relationship and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, to provide comprehensive Relationship Education (RE) and Health Education (HE) for all pupils receiving primary education. In Years 7-8 we are also required to provide RSE.

We acknowledge that in order for pupils to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience and to know how and when to ask for help.

As part of the Education Act 2002 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life. The 2006 Education and Inspections Act placed a duty on Governing Bodies to promote the wellbeing of pupils at the school.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive to these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

In line with the Children and Social Work Act 2017:

- Parents will not be able to withdraw their child from RE in primary school or secondary school.
- Parents will be able to withdraw their child from primary school classes which address sex education (SE) – i.e. those that do not sit within the RE curriculum.
- Schools are required to teach the statutory National Curriculum for Science, which includes some elements of SE. At Primary age, parents do not have a right to withdraw their children from this part of their education.
- At secondary school level (Years 7-8) parents will be able to withdraw their child from SE, other than the SE which sits in the statutory National Curriculum for Science, only with prior consent and consultation with the Head.

Documents that inform the school's RSE policy include:

- Relationships Education, Relationships and Sex Education and Health Education (2019) Updated July 2020
- 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
- Children and Social Work Act (2017)

### **AIMS OF THE POLICY**

This policy reflects the school's mission to develop happy, confident and successful children with the overarching aim to provide pupils with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour.

This policy responds to the Department for Education's (DfE) statutory guidance: 'Relationships Education, Relationships and Sex Education and Health Education'. From September 2021, this requires that RE be taught to primary years and RSE to secondary years. Whilst the HE guidance might be useful, it is not compulsory in independent schools, who instead must continue to provide Personal, Social, Health and Economic (PSHE) education in order to meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Age appropriate elements of RE is also taught and reinforced in many aspects of school life.

This Policy should be read in conjunction with the following policies:

- Child Protection and Safeguarding
- Spiritual, Moral, Social and Cultural
- Personal, Social, Health, Citizenship and Economic Education
- Wellbeing (Pupil)

### **RELATIONSHIP EDUCATION AND SEX EDUCATION**

Relationship Education (Nursery to Year 8): RE aims to promote healthy, fulfilling and enjoyable relationships and to allow pupils space to explore their own thoughts, feelings and experiences to develop empathy towards, and an understanding of, others. We also aim to encourage pupils to take responsibility for their health and wellbeing. Elements of RE are taught in every year group as part of a varied PSHE curriculum.

Relationship and Sex Education (Years 7-8): The aim of RSE at Westbrook Hay is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It aims to enable them to know what a healthy relationship looks like. It also covers sexual consent and encourages pupils to consider what is acceptable and unacceptable behaviour in relationships. Pupils are taught the facts and the law about sex, sexuality, and gender identity in an age-appropriate and inclusive way. Body image, sharing nudes and semi-nudes and pornography are also covered in an age appropriate manner.

Sex Education (Years 5-8): SE is taught by the Science Department, it aims to ensure that the pupils understand the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the Key Stages 2 and 3 of the statutory National Curriculum for Science, how a baby is conceived and born.

### **TEACHING AND DELIVERY**

The school follows the guidelines of the DfE with respect to the teaching of RSE (Key Stage 3) and RE (EYFS, Key Stages 1 and 2). The objective of RE and RSE is to help to inform and support the pupils during their physical, emotional and moral development and to allow them to embrace the challenges of creating a happy and successful adult life. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. RE and RSE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.

- The school recognises the need to supply accurate information and support to the pupils at the appropriate stages of their development.
- The school aims to promote self-esteem, self-awareness and a sense of moral responsibility as a basis for informed choice and the fostering of a just and democratic society.
- The school recognises that pupils need a framework of guidelines within which they can operate and they should know what values are considered important in our community.
- The expectations and responsibilities of parents in respect of RSE are acknowledged. the Head of PSHE will have an 'Open door' policy for parents who wish to discuss issues arising from RSE at greater length
- SEND pupils are supported with extra materials and resources. There is open communication between parents, the Head of Learning Support and the PSHE Teacher in order to support the pupil.
- The Governors monitor the provision of the RSE policy and curriculum in partnership with the Head of PSHE and Deputy Head, as well as through feedback at the Education Committee Meetings and through the Academic and Pastoral Reports

PSHE Lessons are taught members of the school's Pastoral Leadership Team (PLT) and Form Tutors, who provide age-appropriate content. Sensitive subject matter may be taught in gender groups in order for a more conducive environment for Q&A to be created, but all information will be imparted to all pupils. These lessons may also be 'team taught' across a year group. Any issues that arise will be shared with parents and the PLT to ensure the health and wellbeing of each pupil is nurtured and monitored.

### **SCHEME OF WORK**

Westbrook Hay use 'SCARF' (Safety, Caring, Achievement, Resilience, Friendship) for the PSHE, a scheme of work provided by Coram Life Education. Coram Life Education is the leading charity provider of relationships, health, wellbeing, and drugs education to pupils across the United Kingdom. Coram Life Education's PSHE scheme of work, 'SCARF' (Safety, Caring, Achievement, Resilience, Friendship), offers a whole-school approach to wellbeing and mental health.

Meeting all DfE requirements for statutory RE and HE, and mapped to the PSHE Association's Programme of Study, SCARF is a framework consisting of lesson plans, online planning, assessment and Ofsted tools to give staff the skills and confidence to embed a comprehensive RE, HE and PSHE Education from Nursery to Year 8.

Each year is split into six suggested half-termly units of: Me and My Relationships, Valuing Difference, Keeping Safe, Rights and Respect, Being my Best and Growing and Changing. Please see below the suggested topics covered in each half term:

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| <p>NURSERY</p> | <p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>● Marvellous Me!</li> <li>● I'm special</li> <li>● People who are special to me</li> </ul> <p>Valuing Difference</p> <ul style="list-style-type: none"> <li>● Me and my friends</li> <li>● Friends and family</li> <li>● Including everyone</li> </ul> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>● People who help me and keep me safe</li> <li>● Safety Indoors and Outdoors</li> <li>● What's safe to go into my body</li> </ul> <p>Rights and Respect</p> <ul style="list-style-type: none"> <li>● Looking after myself</li> <li>● Looking after others</li> <li>● Looking after my environment</li> </ul> <p>Being my Best</p> <ul style="list-style-type: none"> <li>● What does my body need?</li> <li>● I can keep trying</li> <li>● I can do it!</li> </ul> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>● Growing and changing in nature</li> <li>● When I was a baby</li> <li>● Girls, boys and families</li> </ul> |
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| RECEPTION | <p>Me and My Relationships</p> <ul style="list-style-type: none"><li>● All about me</li><li>● What makes me special</li><li>● Me and my special people</li><li>● Who can help me?</li><li>● My feelings</li><li>● My feelings (2)</li></ul> <p>Valuing Difference</p> <ul style="list-style-type: none"><li>● I'm special, you're special</li><li>● Same and different</li><li>● Same and different families</li><li>● Same and different homes</li><li>● I am caring</li><li>● I am a friend</li></ul> <p>Keeping Safe</p> <ul style="list-style-type: none"><li>● What's safe to go onto my body</li><li>● Keeping Myself Safe - What's safe to go into my body (including medicines)</li><li>● Safe indoors and outdoors</li><li>● Listening to my feelings</li><li>● Keeping safe online</li><li>● People who help to keep me safe</li></ul> <p>Rights and Respect</p> <ul style="list-style-type: none"><li>● Looking after my special people</li><li>● Looking after my friends</li><li>● Being helpful at home and caring for our classroom</li><li>● Caring for our world</li><li>● Looking after money (1): recognising, spending, using</li><li>● Looking after money (2): saving money and keeping it safe</li></ul> <p>Being my Best</p> <ul style="list-style-type: none"><li>● Bouncing back when things go wrong</li><li>● Yes, I can!</li><li>● Healthy eating</li><li>● My healthy mind</li></ul> |
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|        | <ul style="list-style-type: none"> <li>● Move your body</li> <li>● A good night's sleep</li> </ul> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>● Seasons</li> <li>● Life stages - plants, animals, humans</li> <li>● Life Stages: Human life stage - who will I be?</li> <li>● Where do babies come from?</li> <li>● Getting bigger</li> <li>● Me and my body - girls and boys</li> </ul>   |
| YEAR 1 | <ul style="list-style-type: none"> <li>● Me and My Relationships</li> <li>● Why we have classroom rules</li> <li>● How are you listening?</li> <li>● Thinking about feelings</li> <li>● Our feelings</li> <li>● Feelings and bodies</li> <li>● Good friends</li> </ul> <p>Valuing Difference</p> <ul style="list-style-type: none"> <li>● Same or different?</li> <li>● Unkind, tease or bully?</li> <li>● Harold's school rules</li> <li>● It's not fair!</li> <li>● Who are our special people?</li> <li>● Our special people balloons</li> </ul> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>● Super sleep</li> <li>● Who can help? (1)</li> <li>● Good or bad touches?</li> <li>● Sharing pictures</li> <li>● What could Harold do?</li> <li>● Harold loses Geoffrey</li> </ul> <p>Rights and Respect</p> <ul style="list-style-type: none"> <li>● Harold has a bad day</li> <li>● Around and about the school</li> </ul> |





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|               | <ul style="list-style-type: none"> <li>● Taking care of something</li> <li>● Harold's money</li> <li>● How should we look after our money?</li> <li>● Basic first aid</li> </ul> <p>Being my Best</p> <ul style="list-style-type: none"> <li>● I can eat a rainbow</li> <li>● Eat well</li> <li>● Harold's wash and brush up</li> <li>● Catch it! Bin it! Kill it!</li> <li>● Harold learns to ride his bike</li> <li>● Pass on the praise!</li> <li>● Inside my wonderful body! (OPTIONAL)</li> </ul> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>● Healthy me</li> <li>● Then and now</li> <li>● Taking care of a baby</li> <li>● Who can help? (2)</li> <li>● Surprises and secrets</li> <li>● Keeping privates private</li> </ul> |
| <p>YEAR 2</p> | <p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>● Our ideal classroom (1)</li> <li>● Our ideal classroom (2) (OPTIONAL)</li> <li>● How are you feeling today?</li> <li>● Let's all be happy!</li> <li>● Being a good friend</li> <li>● Types of bullying</li> <li>● Don't do that!</li> <li>● Bullying or teasing? (OPTIONAL)</li> </ul> <p>Valuing Difference</p> <ul style="list-style-type: none"> <li>● What makes us who we are?</li> <li>● My special people</li> <li>● How do we make others feel?</li> <li>● When someone is feeling left out</li> </ul>   |



- An act of kindness
- Solve the problem

#### Keeping Safe

- Harold's picnic
- How safe would you feel?
- What should Harold say?
- I don't like that!
- Fun or not?
- Should I tell?

#### Rights and Respect

- Getting on with others
- When I feel like erupting
- Feeling safe
- Playing games
- Harold saves for something special
- Harold goes camping (OPTIONAL)
- How can we look after our environment?

#### Being my Best

- You can do it!
- My day
- Harold's postcard - helping us to keep clean and healthy
- Harold's bathroom
- What does my body do?
- My body needs... (OPTIONAL)
- Basic first aid

#### Growing and Changing

- A helping hand
- Sam moves away
- Haven't you grown!
- My body, your body
- Respecting privacy
- Some secrets should never be kept

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| <p>YEAR 3</p> | <p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>● As a rule</li> <li>● Looking after our special people</li> <li>● How can we solve this problem?</li> <li>● Tangram team challenge (OPTIONAL)</li> <li>● Friends are special</li> <li>● Thunks</li> <li>● Dan's dare</li> <li>● My special pet (OPTIONAL)</li> </ul> <p>Valuing Difference</p> <ul style="list-style-type: none"> <li>● Respect and challenge</li> <li>● Family and friends</li> <li>● My community</li> <li>● Our friends and neighbours</li> <li>● Let's celebrate our differences</li> <li>● Zeb</li> </ul> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>● Safe or unsafe?</li> <li>● Danger or risk?</li> <li>● The Risk robot</li> <li>● Super Searcher</li> <li>● Help or harm?</li> <li>● Alcohol and cigarettes: the facts</li> <li>● Raisin challenge (1) (OPTIONAL)</li> </ul> <p>Rights and Respect</p> <ul style="list-style-type: none"> <li>● Helping each other to stay safe</li> <li>● Recount task</li> <li>● Our helpful volunteers</li> <li>● Can Harold afford it?</li> <li>● Earning money</li> <li>● Harold's environment project</li> <li>● Let's have a tidy up! (OPTIONAL)</li> </ul> <p>Being my Best</p> <ul style="list-style-type: none"> <li>● Derek cooks dinner! (healthy eating)</li> </ul> |
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|               | <ul style="list-style-type: none"> <li>● Poorly Harold</li> <li>● Body team work</li> <li>● For or against?</li> <li>● I am fantastic!</li> <li>● Top talents</li> <li>● Getting on with your nerves! (OPTIONAL)</li> </ul> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>● Relationship tree</li> <li>● Body space</li> <li>● None of your business!</li> <li>● Secret or surprise?</li> <li>● My changing body</li> <li>● Basic first aid</li> </ul>  |
| <p>YEAR 4</p> | <p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>● Human machines</li> <li>● Ok or not ok? (part 1)</li> <li>● Ok or not ok? (part 2)</li> <li>● An email from Harold!</li> <li>● Different feelings</li> <li>● When feelings change (OPTIONAL)</li> <li>● Under pressure</li> </ul> <p>Valuing Difference</p> <ul style="list-style-type: none"> <li>● Can you sort it?</li> <li>● What would I do?</li> <li>● The people we share our world with</li> <li>● That is such a stereotyped!</li> <li>● Friend or acquaintance?</li> <li>● Islands</li> </ul> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>● Danger, risk or hazard?</li> <li>● How dare you!</li> <li>● Keeping ourselves safe</li> <li>● Raisin challenge (2)</li> </ul> |

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|        | <ul style="list-style-type: none"> <li>● Picture wise</li> <li>● Medicines: check the label</li> <li>● Know the norms (OPTIONAL)</li> <li>● Traffic lights (OPTIONAL)</li> </ul> <p>Rights and Respect</p> <ul style="list-style-type: none"> <li>● Who helps us stay healthy and safe?</li> <li>● It's your right</li> <li>● How do we make a difference?</li> <li>● In the news!</li> <li>● Safety in numbers</li> <li>● Harold's expenses (OPTIONAL)</li> <li>● Why pay taxes?</li> <li>● Logo quiz (OPTIONAL)</li> </ul> <p>Being my Best</p> <ul style="list-style-type: none"> <li>● What makes me ME!</li> <li>● Making choices</li> <li>● SCARF hotel</li> <li>● Harold's Seven Rs</li> <li>● My school community (1)</li> <li>● Basic first aid</li> <li>● Volunteering is cool (OPTIONAL)</li> </ul> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>● Moving house</li> <li>● My feelings are all over the place!</li> <li>● All change!</li> <li>● Preparing for changes at puberty (formerly Period positive/preparing for periods)</li> <li>● Secret or surprise?</li> <li>● Together</li> </ul> |
| YEAR 5 | <p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>● Collaboration Challenge!</li> <li>● Give and take</li> <li>● Communication (OPTIONAL)</li> </ul>  |



- How good a friend are you?
- Relationship cake recipe
- Our emotional needs
- Being assertive

#### Valuing Difference

- Qualities of friendship
- Kind conversations
- Happy being me
- The land of the Red People
- Is it true?
- Stop, start, stereotypes
- It could happen to anyone (OPTIONAL)

#### Keeping Safe

- Spot bullying
- Play, like, share
- Decision dilemmas
- Ella's diary dilemma
- Vaping: healthy or unhealthy?
- Would you risk it?
- 'Thinking' about habits (OPTIONAL)
- Drugs: true or false? (OPTIONAL)
- Smoking: what is normal? (OPTIONAL)

#### Rights and Respect

- What's the story?
- Fact or opinion?
- Mo makes a difference
- Rights, respect and duties
- Spending wisely
- Lend us a fiver!
- Local councils (OPTIONAL)

#### Being my Best

- It all adds up!
- Different skills
- My school community (2)

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|               | <ul style="list-style-type: none"> <li>● Independence and responsibility</li> <li>● Star qualities?</li> <li>● Basic first aid, including Sepsis Awareness</li> </ul> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>● How are they feeling?</li> <li>● Taking notice of our feelings</li> <li>● Dear Ash</li> <li>● Growing up and changing bodies</li> <li>● Changing bodies and feelings</li> <li>● Help! I'm a teenager - get me out of here!</li> <li>● Dear Hetty (OPTIONAL)</li> </ul>   |
| <p>YEAR 6</p> | <p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>● Working together</li> <li>● Let's negotiate (OPTIONAL)</li> <li>● Solve the friendship problem</li> <li>● Dan's day (OPTIONAL)</li> <li>● Behave yourself</li> <li>● Assertiveness skills (formerly Behave yourself - 2)</li> <li>● Don't force me</li> <li>● Acting appropriately</li> </ul> <p>Valuing Difference</p> <ul style="list-style-type: none"> <li>● OK to be different</li> <li>● We have more in common than not</li> <li>● Respecting differences</li> <li>● Tolerance and respect for others</li> <li>● Advertising friendships!</li> <li>● Boys will be boys? - challenging gender stereotypes</li> </ul> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>● Think before you click!</li> <li>● It's a puzzle (OPTIONAL)</li> <li>● To share or not to share?</li> <li>● Rat Park</li> <li>● What sort of drug is...?</li> </ul> |



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|               | <ul style="list-style-type: none"> <li>● Drugs: it's the law!</li> <li>● Alcohol: what is normal?</li> <li>● Joe's story (part 1) (OPTIONAL)</li> <li>● Joe's story (part 2) (OPTIONAL)</li> </ul> <p>Rights and Respect</p> <ul style="list-style-type: none"> <li>● Two sides to every story</li> <li>● Fakebook friends</li> <li>● What's it worth?</li> <li>● Jobs and taxes (OPTIONAL)</li> <li>● Happy shoppers - caring for the environment</li> <li>● Action stations! (OPTIONAL)</li> <li>● Project Pitch (parts 1 &amp; 2) (OPTIONAL)</li> <li>● Democracy in Britain 1 - Elections</li> <li>● Democracy in Britain 2 - How (most) laws are made</li> <li>● Community art (OPTIONAL)</li> </ul> <p>Being my Best</p> <ul style="list-style-type: none"> <li>● This will be your life!</li> <li>● Our recommendations</li> <li>● What's the risk? (1)</li> <li>● What's the risk? (2)</li> <li>● Basic first aid, including Sepsis Awareness</li> <li>● Five Ways to Wellbeing project</li> </ul> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>● I look great!</li> <li>● Media manipulation</li> <li>● Pressure online</li> <li>● Helpful or unhelpful? Managing change</li> <li>● Is this normal?</li> <li>● Making babies</li> <li>● What is HIV? (OPTIONAL)</li> </ul> |
| <p>YEAR 7</p> | <p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>● Friendship</li> <li>● Commitment - what does it mean?</li> </ul>  |





- Coercive friendships
- Cyberbullying - Gone too far
- Back me up - bullying and bystanders
- Netiquette - keeping safe online

#### Valuing Difference

- Self-esteem (1)
- Self-esteem (2)
- Body image and advertising
- Stereotypes and equality
- LGB equality
- Protect and respect

#### Keeping Safe

- Social media
- Why is there advertising on social media?
- Introducing and recognising consent
- Deciding what to watch
- Understanding drugs
- Tobacco - risks and influences

#### Rights and Respect

- How do you make a relationship work?
- Living together, Marriage and Civil Partnerships
- Speed Friending
- Unwritten rules and managing conflict
- Grooming and sexual exploitation
- Something's not right

#### Being my Best

- Magic
- Sleep
- Dealing with change
- Going to get through this
- Unhelpful thoughts
- Building connections

#### Growing and Changing

- How my body changes as I grow

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|               | <ul style="list-style-type: none"> <li>● Changes</li> <li>● Masturbation</li> <li>● Menstruation</li> <li>● Dental hygiene and flossing</li> <li>● First Aid Champions - Part One</li> </ul>   |
| <p>YEAR 8</p> | <p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>● Qualities of a partner and talking about relationships</li> <li>● Relationships on screen</li> <li>● What consent means in a relationship</li> <li>● Introduction to domestic violence and abuse</li> <li>● The idea of sexual rights (including FGM)</li> <li>● What's ok and not ok?</li> </ul> <p>Valuing Difference</p> <ul style="list-style-type: none"> <li>● Freedom Fighters (Gender)</li> <li>● More about gender</li> <li>● Disability and relationships</li> <li>● Discrimination, Today and Yesterday</li> <li>● Walls</li> <li>● Fact vs Fiction</li> </ul> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>● Making disclosures</li> <li>● It's not ok - Mikey's story</li> <li>● Preventing assumptions related to consent</li> <li>● It's not ok - Lee-Ann's story</li> <li>● Healthy relationships online</li> <li>● Alcohol and risk</li> <li>● Age of consent (OPTIONAL)</li> </ul> <p>Rights and Respect</p> <ul style="list-style-type: none"> <li>● Online behaviours</li> <li>● Body image in a digital world</li> <li>● Bullying and cyberbullying</li> <li>● Online stress and fear of missing out (FOMO)</li> <li>● Getting personal: a tailored advertising experience</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>● The science of blood donation</li> </ul> <p>Being my Best</p> <ul style="list-style-type: none"> <li>● Physical and mental wellbeing</li> <li>● Can being healthy be fun?</li> <li>● Green Spaces</li> <li>● Feeling Emotional</li> <li>● Looking after myself and others</li> <li>● What to do when you like someone</li> </ul> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>● Making my choices: waiting for sex</li> <li>● Choices about contraception</li> <li>● About Sexually Transmitted Infections (STIs) and Blood Borne Viruses (BBVs)</li> <li>● Porn: what you should know</li> <li>● First Aid Champions -Part Two</li> <li>● First Aid Champions -Part Three</li> </ul> |
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### **ADDITIONAL GROWING UP TALKS AND RSE SESSIONS**

In addition to the content covered in PSHE Lessons, 'Growing Up Talks' are held during the Summer Term for Years 4 and 6, as well as four separate RSE Sessions for Year 8 during their Enrichment Programme. These are to support the teaching of PSHE and to reinforce the key messages from RE and RSE. These sessions are led by members of the school's PLT and assisted by Form Tutors.

Boys and girls have the sessions delivered in separate locations, as some of the content will be slightly different and so that pupils feel comfortable asking questions. Appropriate questions that arise from the pupils during the sessions are answered honestly, factually and in the context of safe, supportive, loving, and caring relationships. Each pupil's privacy is respected and no one will be asked to reveal personal information. All resources that will be used have been reviewed by the school for their suitability and tailored to suit the pupils' needs.

### **EQUALITY AND SEND**

Westbrook Hay is aware of its requirement to comply with relevant requirements of the Equality Act 2010. Under this Act the School does not unlawfully discriminate against pupils because of any protected characteristics. Provisions within the

Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. For example, we could, for example, consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

We also should consider the wider pupil body, including the gender and age range of the pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics, which mean that they are potentially at greater risk. At Westbrook Hay, we always consider what we can do to foster healthy and respectful communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic. We are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff and policy have an important role to play in modelling positive behaviours.

RE and RSE must be accessible for all pupils, and this is particularly important when planning teaching for pupils with Special Educational Needs and Disabilities. At Westbrook Hay, we ensure that there is high quality teaching that is differentiated and personalised as the starting point to ensuring accessibility. We acknowledge that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND or protected characteristics, and therefore RE and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

### **SAFEGUARDING**

Staff 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. If such a disclosure is made, staff will consult with the Designated Safeguarding Lead (DSL) or, in their absence, a Deputy DSL. All members of staff have up-to-date child protection training and cannot promise confidentiality if concerns about a pupil exist.

External agencies that support the delivery of RE, RSE and PSHE will be required to observe the School's Visiting Speakers' Policy, sharing their material with the school and, where necessary, prior to delivering lessons to the pupils. The protocol when inviting visitors into lessons is for a member of staff to be present and the content of the presentation to be in line with the policies and ethos of the school. Visitors

will not influence pupils with their own beliefs. It is the responsibility of member of staff to ensure these steps are taken.

### **WORKING WITH PARENTS AND GUARDIANS**

The school works closely with parents and guardians to ensure that they are aware of what is being taught, providing additional resources and support on request. The school communicates with parents and guardians at the beginning of each academic year to provide an overview of the RE, RSE and PSHE Education and Scheme of Work, as well as during the academic year to inform parents and guardians of any additional sessions (Growing Up Talks etc.). The RSE Policy is available to parents through the School's website.

Parents and guardians have the right to withdraw their children from RSE content that is not part of statutory National Curriculum for Science. However, we strongly advise our parents and guardians that their children receive the education provided. The information, if received second hand from another pupil may not be accurate and a member of staff or parent will not be on hand to rectify any misconceptions. If a parent or guardian requests that their child be removed from RSE, we recommend that they are invited in to discuss their concerns and any appropriate steps that can be taken to give the pupil access to the information.

### **MONITORING AND EVALUATION**

RE, RSE and PHSE are monitored and evaluated by PSHE Teachers, Head of PSHE, PLT, Deputy Head, Head and Governors, through the Education Committee Meetings. The school will assess the effectiveness of the policy, aims and teaching in promoting pupils' learning through planning, lesson observation, surveys of pupils and staff and feedback from parents. As a result of this review process, changes will be made to PSHE programme as appropriate.

All staff receive appropriate training for the delivery of RE, RSE and PSHE are supported with teaching and resources. Staff will critically reflect on their work through the revision of their planning and discussing the effectiveness of the teaching and learning via the Head of PSHE and members of the Academic Leadership Team and PLT. Pupils will have opportunities to review their learning during lessons through assessing prior knowledge and reflecting on what they have learnt during a topic or talk. Pupil voice will be used to tailor the PSHE programme to match the different needs of pupils through surveys and feedback from teaching sessions.