



AMESBURY SCHOOL
HINDHEAD

RELATIONSHIP & SEX EDUCATION POLICY

Last updated: MA/Oct 24
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Relationship and Sex Education Policy

1. Overview

1.1 School Aims

- Develop in every child the necessary skills, aptitudes and abilities to enable him/her to move on to senior school and beyond as an emotionally resilient, autonomous learner.
- Develop a caring community within the school by encouraging commitment, courtesy, co-operation, tolerance and compassion towards one another whilst understanding that each individual is a member of a wider community.
- Provide pupils with a model of how an excellent organisation is run, one in which there is culture of high achievement, a willingness to adapt and a propensity for innovation.
- To create the circumstances in which all members of staff have the opportunity for personal development and feel able to make the fullest of contributions to school life.
- Fulfil our social and environmental responsibilities to society.

1.2 RSE is managed and taught through the PSHEE Department Philosophy

PSHEE 'A curriculum subject through which children and young people acquire knowledge, understanding and skills they need to manage their lives and in the future.' The PSHE Association.

At Amesbury we recognise that real education involves much more than simple academic success. The development of personal qualities such as happiness, confidence, self-esteem, compassion, tolerance and self-discipline, managing risk and consent are considered of great importance. A focus on self-care and positive mental health are also key to a child's success and life chances. This is particularly true today in our fast changing society and as our children are exposed as never before to powerful messages through the media. For example, the emphasis on image can potentially be very damaging to a child's self-esteem. We recognize that there is therefore a need for a broad and balanced curriculum that positively encourages the development of the whole child.

We as a school recognize the need to ensure our children are taught safeguarding but also the need to develop their knowledge, personal attributes and skills in order for them to manage their daily lives now and in the future.

A PSHEE programme taught in isolation would not be enough to ensure a child is developing the SKILLS, KNOWLEDGE AND PERSONAL ATTRIBUTES needed to thrive in society. PSHEE takes place in many areas of school life and it cannot be confined to one time-tabled lesson a week. A whole school approach that encompasses and considers every aspect of school life is essential. For example, the values and attitudes of the teachers, the quality of relationships, the teaching environment, and the reward and punishment system will have as important an influence on the development of the child as the formal PSHEE programme delivered through the curriculum. Indeed, the success of the 'visible' PSHEE programme ultimately depends on the health of the 'hidden' curriculum experienced by the child as they live and work within the school community.

The following list gives some examples of the factors that are important to the personal, social, health and economic education of the children at Amesbury.

Generally:

- School's values and aims
- Timetabled input for PSHEE
- School's atmosphere/ethos
- Input across the curriculum
- School's appearance
- Pastoral Care System
- School rules & Discipline system
- Influence of home
- Reward system
- Influence of the media
- Assemblies and Termly focus
- Role model of staff
- Chapel services
- Recreational activities
- Visits from NSPCC (teaching children about safeguarding and abuse)
- Tutor Groups

Specifically:

- Circle times (often a developmental continuation of the current curriculum PSHEE topic)
- Charity work
- Internet safety
- Well Being focus
- Anti-bullying focused topics covered at other times
- Bringing attention to and focusing on the promotion and embedding of British Values
- Extra- curricular activities
- Field trips
- Outward bound activities
- Curriculum

PSHEE is delivered throughout the curriculum and is part of Life Skill and the Amesbury Award. However, a formal PSHEE programme, is necessary for several reasons. Firstly, and most importantly, it ensures that time is set aside each week to give the children space in which to explore important issues and develop their thinking. Secondly, the formal programme also ensures that the skills and attitudes which we consider to be important are covered at the developmentally appropriate time. Thirdly, it ensures continuity between Year Groups. It is important, however, that within this structure there is opportunity for flexibility and spontaneity. Lastly it ensures the children gain the necessary knowledge that that may not otherwise be given to help them live successfully and healthily in the ever changing 21st Century.

1.3 Department Aims and Objectives

'Children learn responsibility best and gain a sense of moral values by discussing with good guidance from the earliest age real and controversial issues. Talk, discussion and debate are the bases of social responsibility and intercourse and the grounding and the practice of active citizenship' (Prof Sir Bernard Crick).

The overarching aim of the PSHEE programme is simply to develop our children's ability to think independently, collaboratively, critically and carefully about a broad range of personal, social, health and economic issues including safeguarding issues. The way we think affects the way that we behave. We consider it important, therefore that the children are given the space and the opportunity to develop the skills and dispositions to think. Our aim is to develop a 'thinking culture' at Amesbury.

Within this approach the specific aims of the programme are to help the children to:

- Knowledgeable about the PSHEE curriculum paying particular attention to the statutory requirements
- to be independent and responsible members of the school community.
- develop self-confidence and self-esteem.
- reflect on and discuss key issues that shape attitudes and behaviour.
- develop positive qualities necessary to a caring community such as commitment, courtesy, co-operation, tolerance and compassion.
- develop an understanding of the importance of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.
- understand and manage their feelings and emotions.
- make informed choices regarding personal, social, health (both physical and mental) and economic issues.
- be aware of safety issues.
- be active and positive members of a democratic society.
- care for their environment and their property.
- develop their knowledge of relationships and Sex Education.

1.4 Departmental Organisation

Department Structure: The Head of Life Skills (PSHEE) is Head of the Department and oversees the planning and teaching of Life Skills and The Amesbury Award (PSHEE). The HOD supports colleagues in their teaching by giving them information about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The HOD delivers and ensures staff training on the subject, observes teaching and evaluates the department. The HOD also liaises regularly with the Deputy Head Pastoral, Head of ICT and the school's Psychologist. The HOD is also responsible for setting the budget and ordering resources.

Reception and Years 1, 2 are taught by the class teachers. All other Year Groups are taught by tutors, pastoral leaders, the Head of Mental Health and Wellbeing or staff with significant pastoral experience. In the case of Years 7 and 8; the pupils are taught by HOD and Deputy Head Pastoral (1 male and 1 female) who are very comfortable and experienced with the teaching of more sensitive subjects. Head of Department and the members of the IT department may also be part of the teaching team.

All members of the department are supported by the school's psychologist, Dr Tom Smiley, who provides training across for many of the subjects that arise (eg. relationships, mindfulness, anti-bullying, character development).

Timetable: Life Skill and the Amesbury Award is officially taught during two 60-minute periods each week for the upper years, 30 minutes in reception and 1 hour for years 1-2. Extra time can be gained however through cross-curricular work, Assemblies, Chapel Services and circle time. Also, PSHEE is delivered throughout the curriculum. On some occasions, PSHEE is allocated more time when focusing on specific topics such as Anti-Bullying Week, Choosing school Charities, Internet Safety Days, Well-

Being Focus Weeks. More time is allocated off timetable at the start of Michaelmas term such as writing Year Group Charters. This is set the SMSC tone at the start of the academic year and to allow the pupils to understand their school aims.

Organisation of teaching groups: The PSHEE programme is taught in mixed ability groups. It may be necessary, from time to time, to divide the class into gender groups for certain activities and for more sensitive RSE lessons. All pupils are required to attend PSHEE.

Communication with Parents

Members of the parent body have been met with and have been included in the set-up of this policy.

Staff should maintain regular communication with the parents. Parents should be informed if there is any cause for concern. They should also be informed if a child has been performing particularly well. This may be done through a meeting, a phone call or an E mail. The key concern is that parents are kept informed of their child's progress. There is one formal Parents' Evening per year group per year. Parents are informed when SRE is being delivered as part of the curriculum and are asked to reply to the HOD with any concerns.

Parents also receive communication and guidance about Anti-Bullying Week and Safer Internet Day. A curriculum guide for PSHEE is supplied to parents during their child's Parent's Evening.

Special Educational Needs

The department adheres to the Whole School SEN Policy. All members of the department are aware of the children who are on the SEN register and also of those children who receive extra support. It is the responsibility of every teacher in the department to keep abreast of any Educational Psychologists' Reports/IEPs/LPs so that they are fully informed about the children whom they teach. Any child who is a cause for concern will, in the first instance, be reported to the Form Tutor. It is then the responsibility of the Form Tutor to co-ordinate a plan of action under the guidance and expertise of the SEN department.

2. RSE FOCUS IN PSHEE

RSE is taught at Amesbury to help pupils develop the understanding they need to ensure that our pupils are comfortable with the knowledge provided through the curriculum to enable them to be protected, understood and understanding of others and comprehend diversity, risk, positive and negative behaviours in emotional and sexual relationships. RSE at Amesbury will equip our pupils with knowledge to make informed decisions about their well-being, health and relationships as well as preparing them for a successful adult life.

RSE is taught by professionals in a safe environment with familiar teachers to the pupils which allows the pupils to seek more information, disclose concerns and develop their understanding.

This policy covers our school's approach to PSHEE in general but with the focus in this document being on RSE.

We define 'relationships and sex education' as the education which is vital to being a successful, happy, human being who has a developed sense of tolerance, the skills to develop healthy, nurturing relationships of all kinds. Focus will be given to what healthy and unhealthy relationships look like, what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time focus will move to developing intimate relationships to equip our pupils with the knowledge they need to make safe, informed and healthy choices as they progress through adult life;

understanding the wider world, its risks and the importance of consent. We believe relationships and sex education is important for our pupils and our school because we wish our pupils to be successful, safe and happy citizens.

We view the partnership of home and school as vital in providing the context of what developmentally appropriate topics are taught, how this is delivered and when. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring that the lessons delivered are differentiated in terms of both delivery and outcome but that understanding is checked. All lessons are developmentally appropriate for our pupils.

We ensure RSE fosters gender equality and LGBT+ equality by covering the topics within the JIGSAW (statutory compliant) Relationship and Sex Education topics effectively, through the use of the ASK IT BASKET to ensure any disclosures, worries/ concerns for a pupil or a peer and managed sensitively and thoroughly through the promotion of the Fundamental British Values across all curricular subjects.

The intended outcomes of our programme are that pupils will, by the time they leave the school: know and understand what successful relationships look like and have the developed skills to managed their own relationships within the family and with their peers but also be developing the necessary skills to manage less positive relationships and have an increased level of tolerance. Our pupils will understand they have a right to say no and will understand consent from an early age, they will have the right to a voice and support. Our pupils will understand they have a responsibility to the wider community, their peers and their whole school community and will be able to demonstrated developed leadership skills. They will develop the skills of compassion, support and empathy and the ability to stand up to peer pressure. Importantly it is our aim that the pupils at Amesbury develop the attributes of self- confidence, empathy, compassion and desire to help others in need.

2.1 Roles and responsibilities

Responsibility for the RSE policy in our school ultimately lies with the governing body. The PSHEE lead is responsible for updates to the policy and overseeing the department to ensure that topics are taught well and in a safe and developmentally appropriate manner. The lead is also responsible for informing parents of which topics are being covered and when RSE is being taught.

The Head is responsible for responding to a parent's request to withdraw their child (see Right to Withdraw below)

The teachers of RSE are responsible for following the PSHEE (and RSE) curriculum in liaison with the PSHEE lead and should discuss topics that are felt not to be appropriate to the Amesbury pupil developmentally. The teacher is responsible for ensure that the classroom is a safe and comfortable environment and that the PSHEE ground rules are complied with by all pupils and staff. The teacher is responsible in contacting the DSL and/ or the DDSLs of any safeguarding issues or other concern that arises and should ensure that the pupils have ample opportunity to share concerns with the teacher. Teachers are responsible for seeking guidance from the HOD about any topic they may find challenging to teach to gain support as and when necessary.

Parents and Carers are responsible for contacting the Head should they wish to withdraw their child from Sex Education. Any other concerns should be raised to the HOD/DSL should any arise before, during or after the teaching of RSE.

The RSE programme will be led by the PSHEE HOD. It will be taught by staff as mentioned above. It will be supported by Deputy Head Pastoral, the Head of Mental Health and Wellbeing and Dr. Tom Smiley (particularly when discussing whether a pupil/s is/are developmentally ready). Teaching staff receive RSE training from Jigsaw on topics, expectations, baseline and progress assessments to support pupils in staff training sessions.

2.2 Legislation (statutory regulations and guidance)

From September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education (in secondary schools), as well as Health Education for all state-funded schools. These subjects are compulsory as per the Department for Education's statutory guidance and ensure that students are prepared for adulthood by developing healthy relationships and managing wellbeing. Schools must comply with these requirements as part of providing a well-rounded education that contributes to pupils' spiritual, moral, cultural, mental, and physical development.

2.3 Right to Withdraw

Reception – Year 6

Parents have the right to request that their child be withdrawn from sex education delivered as part of statutory RSE, up to three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with this education during one of those terms. There is no right to withdraw from Relationships Education or Health Education. Communication with parents is key, and all parents will be informed in advance of any RSE lessons, including an opportunity for discussion and consultation.

The Head will automatically grant a request to withdraw a pupil from any sex education delivered in Years R-Y6, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Year 7 & 8

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, the head will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The Head will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Head may want to take a pupil's specific needs arising from their SEND into account when making this decision.

The RSE policy supports/complements the following policies:

- 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
- Children and Social Work Act (2017)

2.4 Curriculum design

For RSE, Amesbury uses the PSHE Association for Years 1 & 2, the Jigsaw programme for pupils in Year 3 to Year 6 and Cre8tivee Resources for Years 7& 8.

RSE has been embedded within our PSHE education curriculum at Amesbury and will continue to fully comply with the statutory education. The RSE curriculum is planned and organized through adapting the age appropriate Jigsaw programme to suit the needs of our pupils. Please see below to see what RSE curriculum content is covered in each key stage and year group.

Amesbury will ensure inclusive RSE that is age and stage (including emotional maturity) appropriate and relevant through the use of the flexible Jigsaw programme, by teacher judgment (all pupils are taught by staff who are aware of any pastoral issues, concerns, SEND and know the background of the pupils they teach. Our approach is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience).. The Jigsaw in liaison with other resources such as BBC Bite size, The PSHE Association, Young Minds and The NSPCC will be used to support RSE planning and delivery. RSE will link to other curriculum areas, e.g. Citizenship, Science, Religious Education through discussion with HODS within the curriculum.

The content of the RSE curriculum will be differentiated to ensure it is both age-appropriate and developmentally suitable for pupils. Each topic is delivered to match the varying developmental stages of the children, ensuring it is relevant, sensitive, and aligned with their level of understanding. Teachers will adapt content to the specific needs of the cohort, taking into account diverse learning needs and circumstances. This flexibility allows us to provide a safe, inclusive, and engaging learning experience.

The RSE curriculum also includes a focus on online safety and digital relationships, ensuring that pupils understand the similarities and differences between online and offline relationships. Emphasis is placed on the importance of treating others respectfully in all environments, particularly online, and on recognising privacy, data sharing, and the potential risks associated with the digital world. By the end of primary school, students will know how information is shared and used online, how to stay safe, and how to maintain respectful online relationships.

RSE at Amesbury ensures that LGBT content is fully integrated into the wider Relationships Education curriculum rather than treated as a stand-alone topic. This approach ensures that all pupils receive a broad and balanced understanding of relationships, which includes the recognition of diverse family structures, same-sex relationships, and understanding gender identity. LGBT topics are approached sensitively and are age-appropriate, ensuring inclusivity and respect for all pupils and backgrounds. A core element of the RSE/Life Skills curriculum is the teaching of mental wellbeing, helping pupils understand how relationships contribute to their overall happiness and resilience. Pupils are taught how to manage their feelings, develop coping strategies, and recognise when to seek support.

The curriculum provides the knowledge and tools needed for students to maintain positive mental health and to support others, emphasising the importance of building resilience and having the confidence to ask for help when necessary.

2.5 Assessment, Programme and Learning Methods

Learning will be assessed and evidenced in RSE through monitoring progress made, the use of discussions in circle time, the monitoring of pupil behaviour, feedback from Whole School Staff and quizzes. Pupils will assess their own progress through discussion, peer assessment of activities such as graffiti walls and other such like activities and quizzes. End of unit assessment of learning worksheets are used and marked.

Our RSE programme is an integral part of our whole school PSHE education provision and will cover; families and people who care for me, caring friendships, respectful relationships, online relationships, being safe and at the Senior end of the school; all subjects afore mentioned and online media and intimate and sexual relationships (including sexual health). Our RSE programme will be taught through a range of teaching methods and interactive activities, including teacher led discussions, books, videos, websites, circle time, worksheets and activities, projects, group and individual work. Active learning methods will include interactive lessons such as quizlet, quizziz, role playing, acting scenarios. Lessons will be differentiated by group tasks, discussion topics, worksheets, team setting to ensure that learning is appropriate for the individual. High quality resources will support our RSE provision and will be regularly reviewed. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin the school ethos and values. Learning about relationships and sex education in PSHE education lessons will link to/complement learning in science, RS and other curricular subject such as PFA. Pupils will be encouraged to reflect on their own learning and progress by responding to the lesson through the use of the ASK IT BASKET, this will enable pupils to feedback about the lesson, ask further questions, or disclose any concerns.

The effectiveness of the RSE programme is regularly assessed to ensure that it meets both statutory requirements and the needs of pupils. Assessment methods include student self-assessment, quizzes, discussions during circle time, and feedback from staff. The RSE programme is also subject to continuous evaluation through monitoring pupil outcomes, behaviour, and teacher reflections. This assessment approach ensures the quality and appropriateness of the content being taught and provides insight into areas where pupils might need further support.

2.6 Safe and Effective practice

The key principles used to ensure high quality and effective planning and delivery of RSE lessons will be the monitoring of lessons, the support given by HOD, and that the curriculum and lessons are updated as and when required.

A safe learning environment is crucial for effective RSE. Teachers will establish and maintain PSHE ground rules for each lesson, which includes respecting each other's opinions, maintaining confidentiality, and ensuring that questions are answered appropriately. The 'Ask It Basket' is used to allow students to submit questions anonymously, ensuring that all concerns can be addressed without embarrassment or peer pressure. Sensitive issues are approached with consideration, and any pupil disclosures are dealt with according to school safeguarding protocols, including consultation with the designated safeguarding lead.

2.7 Safeguarding

The School's child protection, safeguarding and confidentiality protocols support safe and effective RSE practice through the Safeguarding procedures in place.

All visitors and external agencies be informed of safeguarding protocols and should be supportive of the school's whole school approach to RSE. Protocols will be in place for pupils who may be considered vulnerable or 'at risk' such as discussing pupils with Deputy Head Pastoral. Contacting parents' HOS for further information and support of the pupil. Lessons will be differentiated accordingly.

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 and in his /her absence their deputy/deputies.

Visitors/external agencies which support the delivery of RSE will be required to be supervised at all times and will need to provide photographic ID and wear a visitor's badge throughout their time in the school.

The RSE programme is tailored to meet the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND). Lessons are planned to ensure accessibility, and high-quality teaching that is differentiated and personalised is the starting point for our approach. Teachers receive support to ensure lessons are delivered in a way that is suitable for children with additional needs, and we follow the SEND Code of Practice to make appropriate adjustments that facilitate participation and understanding for all pupils

2.8 Engaging Stakeholders

The school works in partnership with parents/carers through discussion and the delivering of RSE information at FOA (parent body) meetings. Curriculum guideline changes and overviews were provided March 2020 (information from the PSHE Association, the DfE and the NSPCC was provided and discussed). Parents can access curriculum guides for PSHEE on the school's website. Parents are empowered to follow-up and support RSE work at home through communication given from HOD when external speakers are in attendance at school such as the NSPCC, through communication and guidance from HOD when RSE is being delivered at school. Recommendations for further reading and reference guides are given to parents. Parents who exercise this right will be supported through discussions with the Head Teacher and HOS.

Parents have been informed of this policy through the Friends of Amesbury meeting and information passed through the representatives of each year group. The policy is also available to parents through the school's website. We are committed to working with parents and carers by consulting them on the process of writing the policy, informing them of the topics being taught and through being open to discussion with the parents. With this in mind, an online webinar to consult with parents on the any changes to this policy, and to educate them of theirs and the schools statutory responsibility, is carried out by both an external body (Jigsaw), the Head of PSHEE and at least one member of the SLT. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through communication from the Head of PSHEE.

Pupil voice will be considered and welcomed through the use of the school council meetings to ensure that RSE is tailored to the pupils' needs.

External agencies may be invited to contribute to the delivery of the RSE curriculum, providing specialised knowledge and perspectives. Amesbury ensures that all external visitors are thoroughly vetted, and their materials reviewed to confirm their appropriateness and alignment with school policy. Any external contribution is used to enhance, not replace, teaching by school staff, and sessions with visitors are conducted under teacher supervision to ensure they meet the specific needs of our pupils

2.9 Monitoring, reporting and evaluation

The RSE provision and content will be monitored by HOD to ensure that the programme of study is suitable to the needs of our pupils. RSE provision will be reported on through staff feedback to HOD. The contribution of visitors and external agencies to RSE provision be monitored and evaluated through feedback and discussions from the pupils themselves.

Pupils will also be given opportunities to feedback via the ASK IT BASKET regularly and through reviewing PSHEE in general annually (upper years). Pupils will have opportunities to review and reflect on their learning during lessons. Pupil voice will be influential in adapting and amending planned learning activities.

Teachers will critically reflect on their work in delivering RSE through discussion at training and or discussion within their Year Groups.

2.10 RSE policy review date

As part of effective RSE provision, the RSE policy should be reviewed at least every 12 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 September 2024. It will be reviewed by the department HOD with liaison with Deputy Head (Pastoral).