



Relationship and Sex Education Policy

School Division: Whole

Policy Division: Safeguarding

Policy Owner: Head of Prep & Senior School

Date: September 2021

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To work towards the school's promises:
 - Do all we can to give your child the confidence to make bold and good decisions.
 - We will promote, recognise and celebrate positive attitudes to learning in all areas of your child's school life and the world outside
 - Your child will be encouraged to seek out new learning experiences, embrace change and be unafraid to challenge the norm.
 - Your child can be themselves at Claremont

2. Statutory requirements

As a school for primary aged children we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

At Claremont School we have a legal duty to must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. We teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Sex education is not compulsory for primary aged pupils. In consultation we have decided it appropriate for Claremont students sex education lessons to focus on::

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

At both the Prep and Senior School PSHE is delivered by form tutors in tutor time. We believe this to be most appropriate as tutors are best placed to have sensitive conversations, and understanding of student background.

Pupils also receive stand-alone sex education sessions delivered by either the school nurses, or outside sexual health professionals.

At the Prep School, relationships and sex education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our RSE curriculum, see Appendices 1 and 2.

At the Senior School RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families

- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1, 2 and 3.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The RSE curriculum is designed to be accessible to all learners, however, if staff become aware that additional support is needed for a pupil to engage fully then the support of the SEND team will be acquired.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All form tutors are responsible for teaching the RSE curriculum at Claremont School. This syllabus is overseen by the DSL's at the Prep and Senior school.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

At the Prep School Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE, up to year 6 at the Prep School.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

At the Senior School parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are supported on the delivery of RSE by the DSL and is included as part of our continuing professional development.

The DSL will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Celia Ackerley (Prep School) and Rebecca Hurton (Senior School) through:

The standard of RSE teaching and learning will be monitored by reviewing pupil work, Looking for learning and feedback from student and teacher questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Celia Ackerley and Rebecca Hurton. At every review, the policy will be approved by the headteachers at both the Prep and Senior School.

The Policy Owner is: Head of Prep & Senior School

Issue date: September 2021

Review Date: This policy is reviewed annually. The next review is due September 2022

Appendix 1: Curriculum map

Relationships and sex education curriculum map Claremont Prep School

W/C	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8
6/9	Claremont values	Claremont values	Claremont values	Claremont values	Claremont values	Claremont values
13/9	Introduction - What is PSHE? Curriculum for life?	Introduction - What is PSHE? Curriculum for life?	Introduction - What is PSHE? Curriculum for life?	Introduction - What is PSHE? Curriculum for life?	Introduction - What is PSHE? Curriculum for life?	Revision skills
20/9	Claremont history	Claremont history	Claremont history	Claremont history	Claremont history	Claremont history
27/9	Acceptance and Diversity	Acceptance and Diversity	Acceptance and Diversity	Acceptance and Diversity	Acceptance and Diversity	Acceptance and Diversity
4/10	Harvest - appreciation	Harvest - appreciation	Harvest - appreciation	Harvest - appreciation	Harvest - appreciation	Harvest - appreciation
11/10	Target setting - reviewing progress	AS Tracking	Target setting - reviewing progress	AS Tracking	Target setting - reviewing progress	AS Tracking
18/10	Bullying? What is it?	School expectations and rules - character virtues	School expectations and rules - character virtues	Upstander/bystander	How is Year 7 different?	Curriculum for life. Class expectations in PSHE/Boundaries
	HALF TERM					
	HALF TERM					
8/11	ANTI BULLYING WEEK					
15/11	Rules and expectations in school - Character virtues	The school dining room - Manners and etiquette	Understanding our communities	School rules and expectations - character virtues	What is a healthy relationship?	What is learning?
22/11	The school dining room - Manners and etiquette	Healthy eating	How do I feel about difference?	Being kind	School rules and expectations - character virtues	Introduction of charity to support for Xmas
29/11	Healthy eating	What do we need to keep healthy?	How can we value each other? Being kind	Drugs - an introduction	Upstander/bystander	Write a card/letter for Xmas
6/12	Who am I? Dreams and aspirations	Who am I?	Why am I feeling like this?	What happens at puberty?	Being kind	School rules and expectations - character virtues
Xmas break						

3/1	NO PSHE - START OF TERM ASSEMBLY					
10/1	What does family mean?	Personal hygiene	Feelings and how to manage them	AS Tracking assessment	Is commitment important in relationships?	Upstander/bystander
17/1	How can I contribute to family life	Upstander/bystander	What impacts of emotional wellbeing?	Menstrual wellbeing	Abuse in relationships	Being kind
24/1	Being kind	Why are friends important?	Recognising the signs of poor mental health	How enterprising am I?	Drugs - An introduction	Pornography and sexting
31/1	Internet safety week					
7/2	AS TRACKING	Being kind	AS TRACKING	How enterprising am I?	AS TRACKING	Choices around sex
	HALF TERM					
21/2	What do we need to keep healthy?	What are the different types of relationships?	Communication skills	Organising charity our stall	Drugs and the law	Sex and the law
28/2	Exercise	Emotional and mental health	Upstander/bystander	What is a charity?	Organising charity our stall	What is a charity?
7/3	Setting up my charity stall	Setting up my charity stall	Setting up my charity stall	Smoking	Impact of drug taking	Organising charity our stall
14/3	Things I can do to support my health		Hate crime and radicalisation	Alcohol	How do I manage situations involving drugs	Conception, pregnancy and birth
21/3	When health goes wrong	What is resilience?	Stereotypes	Recognising signs of poor mental health	Ways to look after emotional wellbeing	What is contraception?
	EASTER HOLIDAY					
18/4	What is a community?	What do we mean by risk?	How can I contribute to my community?	Ways to look after emotional wellbeing	Good mental health - which strategies for me?	What are STI's?
25/4	What makes a successful community?	How do I manage risky situations?	What do voluntary organisations do?	Faiths and values	Gender identity	What are my aspirations?
2/5	What causes problems in a community?		How can we challenge prejudice and discrimination?	How am I doing?	Stereotypes	Good mental health - which strategies for me?
9/5				What are my rights and responsibilities?	Who can help? Support services	Revision skills
16/5				How to save and how do I budget?	How do I plan for my future?	Planning a revision timetable
23/5	How we learn and	How we learn	How we learn and	Planning a	Planning a	Goal setting

	remember	and remember	remember	revision timetable	revision timetable	
	HALF TERM					
6/6						
13/6	EXAM WEEK					
20/6	Transition to Y4	Transition to Y5	Transition to Y6	Transition to Y7	Transition to Y8	Planning for celebration assembly
27/6	Transition to Y4	Transition to Y5	Transition to Y6	What influences our spending?	What opportunities are there for me?	What do banks do with my money?
4/7	End of term activities	How do I save and budget?	Transition for Y9			

Appendix 2: Curriculum map

Relationships and sex education curriculum map Claremont Senior School

		Year 9	Year 10	Year 11
08-Sep	Michae lmas 1	Start of term	Start of Term	Start of Term
15- Sep	2	Relationships: What are the different Types?	Drugs: An introduction	Planning for the future: What do I want to do?
22-Sep	3	Relationships: Skills for healthy relationships	Drugs: the law	Planning for the future: Types of employment
29-Sep	4	Relationships: Parenting skills and family life	Drugs: Alcohol	Planning for the future: Marketing yourself and personal branding
06-Oct	5	Relationships: Exploitation and abuse	Drugs: Smoking and Vapeing	Planning for the future: Rights and Responsibilities
14-Oct	6	Relationships: Help and Support	Drugs: Impacts, addiction and dependency	Planning for the future: Employment opportunities
20-Oct	7	Emotional Wellbeing: What is it!	Drugs: County Lines	Revision Timetables
	Half Term			
	Half Term			
10-Nov	9	Target Setting/ Reflections	Target Setting/Reflections	Target Setting/Reflections

17-Nov	10	Emotional Wellbeing: What is it (2)	Risk and Safety: What do we mean by risk?	Finance: Budgeting
24-Nov	11	Anti Bullying Week		
01-Dec	12	Emotional Wellbeing: Dealing with Stress	Risk and Safety: The Teenage brain	Finance: Responsible Consumerism
08-Dec	13	Emotional Wellbeing: Pressures and Influences	Risk and Safety: Rights and Responsibilities	Study Skills
15-Dec	14	Emotional Wellbeing: Facing Challenges	Risk and Safety: When things go wrong online	Revision Timetables
	Christm as Hols			
12-Jan	Lent 1	Target Setting/Reflections	Target Setting/Reflections	Mocks
19-Jan	2	Emotional Wellbeing: Worklife Balance	Risk and Safety: Gambling	Target Setting/ Reflections
26-Jan	3	Identity and community: Individual, family and community values.	Risk and Safety: Gangs and Knife Crime	Finance: Credit and Debt
02-Feb	4	Identity and community: Diverse and Conflicting values	Risk and Safety: FGM	Finance: Mortages and Renting
09-Feb	5	Online Safety Week	Online Safety Week	Online Safety Week
	Half Term			
23-Feb	8	Target Setting/Reflections	Target Setting/Reflections	Target Setting/Reflections
02-Mar	6	Identity and Community: Gender identity and transgender	Risk and safety: First aid and CPR	Recap: Living in the wider world
09-Mar	9	Identity and Community: The Equality Act and hate crimes	Sexual Health: Consent	Recap: healthy lifestyles
16-Mar	10	Identity and Community: Discrimination	Sexual health: Values and Sexual relationships	Recap: Healthy relationships and consent
23-Mar	11	Identity and Community Democracy and Freedom of Speech	Sexual Health: Sexual Health	Recap: Drugs
	East Hols			
20-Apr	Summe r 1	Target Setting/Reflections	Target Setting/Reflections	Exam Stress
27-Apr	12	Online Safety: Sexting	Sexual Health: pregnancy choices	Revision/Exams
04-May	2	Online Safety: Self Esteem	Sexual Health: Pornography	Revision/Exams
11-May	3	Online Safety: Healthy Relationships	My Future (SC)	Revision/Exams
18-May	4	Online Safety: Body Image	My Future (SC)	Revision/Exams

25-May	5	Online Safety: Cyber bullying	My Future (SC)	Revision/Exams
	Half Term			
08-Jun	7	Target Setting/Reflections	Target Setting/Reflections	Revision/Exams
15-Jun	8	Topic Review	My Future (SC)	revision/Exams
22-Jun	9	Progress Check	Topic review/progress check	revision/Exams
29-Jun	10	Exam week	Exam week	revision/Exams
04- Jul	11	End of term activities	End of term activities	revision/Exams

Appendix 3: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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	<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 · 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	<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	<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	<ul style="list-style-type: none"> · What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) · About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe · That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact · How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know · How to recognise and report feelings of being unsafe or feeling bad about any adult · How to ask for advice or help for 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
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Appendix 3: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<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 · 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	<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 · 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	<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 · 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 · 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 · How information and data is generated, collected, shared and used online
Being safe	<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	<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 · 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 · 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) · 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
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Appendix 4.

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

Parent signature	

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