



NEWCASTLE
UNDER
LYME
SCHOOL

Relationships and Sex Education Policy (RSE) Policy

This policy relates to Newcastle-under-Lyme School, including the EYFS. This policy is available upon request to parents and prospective parents and is published to parents and prospective parents on the School's website.

1) Introduction and Aims

Newcastle-under-Lyme School is fully committed to its aim of focusing on the well-being and development of the whole child, pursuing pastoral excellence through the work of its staff and in partnership with parents. A key part of this endeavour will be helping our students to acquire the knowledge, skills and attributes required to take their place in society, enabling them to flourish in all aspects of their lives. The formation of healthy and successful relationships is central to the wellbeing of any human being and perhaps even more so in the modern world as the boundaries between real and virtual interactions become ever more blurred. Our aim is to help and prepare our students for both the opportunities and complexities/challenges that they are likely to encounter. This begins in our EYFS where, as part of our whole school approach, our PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society and cover self regulation, managing self and building relationships.

When reading this policy it is important to note that we define 'Relationships and Sex education' (RSE) as *learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing.*

Effective RSE is delivered at Newcastle under Lyme School's Preparatory and Senior Schools in a range of ways:

- PSHE lessons which are timetabled weekly
- Year group talks with specialist age related focus e.g. management of exam stress and effective preparation
- Pastoral team delivering assemblies e.g. Dangers of Vaping and the law
- Pastoral Evenings where specialized guest speakers are invited in to present on topics e.g. Internet safety and managing stress.

2.) Legislation (statutory regulations and guidance)

This policy aligns to the statutory guidance produced by the Department for Education in relation to The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019, which state that the new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools.

Further information can be found:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

3) Inclusivity

In line with our commitment to ensuring that all aspects of school life, at our Preparatory and Seniors School, promote equality and fairness, it is important that all aspects of RSE provision do not discriminate in relation to any of the protected characteristics identified in the Equality Act of 2010 (*age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation*) and that as a result the delivery and content of our RSE curriculum remains accessible to all, and seeks to alleviate disadvantage.

In order to meet the needs of all our pupils from Early Years to Year 13, including those with special educational needs and disabilities (SEND), we will ensure that the content of our curriculum reflects the specific issues affecting pupils in our community, including their susceptibility to exploitation, bullying and abuse. It is important that the associated learning outcomes are met by the deployment of a range of relevant teaching and learning strategies that enable all to progress. In exceptional cases an alternative provision for PSHE will be established by the Learning Support department to provide teaching or to advise form tutors on any specific considerations that should be made.

Equally, the delivery of RSE will foster gender equality, LGBTQ+ equality and promote British values through the implementation of broad curriculum to help students understand a range of social attitudes and behaviour in modern day society, and to help ensure that one form of sexual identity and expression is not preferenced over another. The religious diversity within School will also be given due consideration when forming both the content and delivery of relationships and sex education, and it will be important that those responsible for the curriculum are aware of, and sensitive to, the differing sensitivities evident in society and school.

4) Curriculum content and outcomes

The specific content of the RSE curriculum for each Key Stage from Early Year to Sixth Form can be found in Annex A and reflects the School's wider commitment to a broad and balanced curriculum that meets the needs of its students in an age specific and relevant manner. Topics within RSE are carefully sequenced to ensure that new content both consolidates and builds upon prior learning, and prepares students for the opportunities, responsibilities and challenges they face in everyday life. It is important that all compulsory content is age and developmentally appropriate, and is responsive to issues affecting our own pupils in particular, alongside more generic topics. It is the intention that the RSE curriculum will provide students with the knowledge, skills and attributes required to build and maintain successful relationships, helping them to understand and negotiate the physical and emotional risks that they can entail (including both rights and responsibilities), and to know where to access support and advice as and when it is required. A key aspect of RSE will be to help prepare students for relationships conducted online as well as in person, and will highlight the legalities of online behaviours, in addition to the potential impact that interactions can have upon the mental and emotional wellbeing of all involved. It is important that students develop the

resilience required to negotiate both the opportunities and complexities of relationships conducted online, and that they are equipped with the skills required to make informed and healthy decisions that enhance their wellbeing. At its core all lessons and teachings will underpin the school's ethos and aims which includes the teaching of inclusivity particularly around the protected characteristics well as the continued promotion of British values

5) Assessment and progress

Of crucial importance to the effectiveness of RSE lessons at our Preparatory and Senior Schools, is enabling students to build on their prior learning in a sequenced manner, and also to provide opportunities for them to reflect on their own understanding and progress, including the identification of future topics to be covered. To assist with this, at Prep and at Seniors, students progress will be monitored using various methods, to ensure learning is evident and lessons and sessions are effective. Students will be encouraged to locate what *they are now able to do* as a result of their RSE lessons and where possible this progress will be detailed within a student's PSHE file, both physical and electronic to aid such reflection. For example, in the Senior School, students will also be asked to complete questionnaires, identifying the topics and delivery methods that they have found helpful, and providing an opportunity for students to have their say in shaping the curriculum for themselves and their peers. Students will also have the opportunity to be part of PSHE focus groups, the purpose of these groups are to assess the content of the lessons meet the students anticipated needs. This group helps to provide an insight into the pupil voice prior to the commencement of learning. In the Preparatory School, pupil feedback will take place through end of topic self-evaluation forms the forum of the PSHE committee amongst other ways.

6) Staffing and Resources

The RSE curriculum will be predominantly delivered by the School's teaching staff, with Heads of Year, Form Tutors, teachers and other pastoral leaders such as the School's counsellor all playing a lead role in the teaching and learning associated with the topics listed in Annex A of this policy. Where appropriate, external speakers may be invited into School to lead on particular areas of the curriculum to enable students to benefit from those who have particular knowledge and skills within an identified area. Resources and teaching aids used within this context will be assessed in relation to their suitability and efficacy, and the appropriate checks made to ensure that any speaker visiting the School is in full accord with the requirements of the School's *Visiting Speakers Policy*.

Topics pertaining to RSE feature in different subject areas across the School curriculum (see below for examples) however a significant part of the delivery will be in weekly PSHE lessons. Teaching staff will use a range of resources and teaching strategies to help facilitate learning in relation to RSE, with the lead person responsible for PSHE ensuring that the material used in lessons is relevant, age appropriate, and of sufficient quality. Teachers will critically reflect on the content, delivery methods and impact of RSE lessons taught, and will duly share their professional observations and reflections as a key part of the ongoing review and refinement of the curriculum.

Teaching staff will, if necessary, receive appropriate training as identified by the SMT lead, and the delivery of PSHE (including RSE topics) will continue to be included in the School's Inset programme of staff development.

7) Cross curricular links

Learning about relationships and sex education can take place in PSHE education lessons, assemblies and Form time, and will both link to and complement learning in other areas of the School curriculum. For example at Senior School:

In **Biology** the following topics are taught:

Year 7

- Sex and Reproduction
- Methods of contraception

Year 10

- Sex and Reproduction
- Methods of contraception
- STI's and their transmission

In **Religious Studies** the following topics are taught:

Year 9-

- Moral and religious attitudes to marriage and human sexuality

Year 11

- Religious attitudes to sex and sexuality including marriage, homosexuality, and contraception
- Different forms of family
- Religious and moral attitudes to abortion

In **Computer Studies** the following topics are taught:

Years 7-9

- Online risks: how to manage and report concerns encountered online
- Digital footprint: implications of material posted and received, protecting online identity

8) Responsibility, monitoring and review

This policy was created by the member of the School's Senior Management Team responsible for RSE and is reviewed annually and approved by the School's SMT and Governors. The RSE programme will be overseen by a member of the School's Senior Management Team who will work in conjunction with the Headmaster and Deputy Head (Pastoral), Head of Preparatory School and Assistant Head (Pre-Prep) to develop and review the School's ongoing policy and practice. Regular scrutiny of the School's RSE provision will involve an assessment of educational outcomes for pupils, consideration of topics to be included in the curriculum, and the identification of training needs for those responsible for delivery. The RSE policy will be reviewed on an annual basis, and further consultation will be made with stakeholders, including parents and students as appropriate.

Governors will be regularly informed of the nature and impact of the School's RSE curriculum and will be consulted when changes are required to the School's policy and practice. Students and parents feedback is acquired biennially on rotation whilst staff members delivering lessons review the curriculum on an annual basis.

9) Engaging stakeholders

Whilst schools have a key role to play in this aspect of a child's education, it is important to also recognise that parents and carers are the prime educators for children on many of the matters relating to relationships and sex education, and what pupils learn at home will play an essential part in the delivery of a good education.

The School is however fully committed to working alongside parents and carers and will endeavour to ensure that they are fully aware of what is being taught at each stage and will continue to supply additional resources and support through the School's pastoral teams, including the Nursery Manager and Heads of Key Stage at Prep, and at Seniors, our Heads of Year and Heads of Key Stage with overarching leadership and coordination provided by our whole school School Pastoral Board and members of the Senior Management Team. Parents and carers receive updates on content through a combination of methods including information letters, We Thrive Newsletters, We Thrive Parent Conferences and so on at both the Preparatory School and Senior School. Parents have already been consulted on the School's approach to Relationships and Sex Education in order to help shape the policy and practice outlined here, and will continue to be consulted at regular intervals including when significant changes are made to the School's overall approach to the nature and content of the curriculum taught.

This policy is available to parents via the School website, and on request. We share our termly pastoral developments with the school parent body via a termly newsletter which details the areas of focus that term following the schools EDI programme.

10) Right of withdrawal

Parents have the right to request that their child be withdrawn from some or all of sex education lessons delivered as part of statutory PSHE, however parents will not be allowed to withdraw their child from relationships education in the Prep school or secondary school. Parents must state their request in writing to the Headmaster or Head of Prep.

On receipt of any request for withdrawal from lessons, Headmaster or Head of Prep as a matter of good practice, will discuss the benefits of receiving this important education and the possible detrimental effects that withdrawal may have on the child. At this point, opportunities will be given for parents to ask additional questions about the School's approach to help increase confidence in the curriculum.

It should also be noted that a child has the right to opt in to sex education from their 15th birthday (specifically three academic terms before they turn 16).

If a pupil is excused from sex education, then they will receive purposeful alternative education during the period of withdrawal.

11) Safeguarding

At the heart of the RSE curriculum is the focus on keeping children safe. Good practice allows children to openly discuss potentially sensitive topics which in turn may result in the raising of safeguarding issues. Children will be made aware of how to raise concerns or make a report and all staff (including external speakers) will respond to any disclosures of abuse or self-harm in accordance with the procedures set out in the School's *Safeguarding Policy*.

12) Links

This policy complements other key aspects of school life and therefore should be read in conjunction with the following:

- Keeping Children Safe in Education (2022)
- Safeguarding Policy
- Visiting Speakers Policy
- Curriculum Policy
- Equal Opportunities Policy
- Special Needs and EAL Policy / Accessibility Plan

Further, documents that inform the School's RSE policy include:

- Education Act 2002
- Equality Act 2010
- Keeping Children Safe in Education (2022)
- Children and Social Work Act 2017

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Policy Reviewed:

September 2023

Next Review Due:

September 2024

Annex A: NULS RSE Curriculum

<u>Year Group</u>	<u>Content</u>	<u>How Taught</u>	<u>Taught By</u>
EYFS	<p>1decision – learning portal for Early Years. Each of the areas have been designed to support children reach the expected goals within the framework for PSED</p> <p>Helps children to understand and manage situations and scenarios they may experience now or in the future.</p> <p>Increase children’s understanding of the world around them, support their personal development and prepare them for the next stage of school life.</p>	<p>1decision – learning portal for Early Years.</p> <p>Stories, circle time, modelled play,</p> <p>Assemblies</p> <p>Buddy system</p> <p>Anti-bullying week</p>	EYFS practitioners
1	<p>Healthy and happy friendships Forming friendships and how kind or unkind behaviours impact other people.</p> <p>Similarities and differences Between people and how to respect and celebrate these difference</p> <p>Caring and responsibilities Identifying who our special people are and how they keep us safe.</p> <p>Families and committed relationship What a family is including differences and diversity between families and why families are important and special.</p> <p>Healthy Bodies, Healthy Minds Our bodies and the amazing things they can do.</p> <p>Coping with change Growing from young to old and how we have changed since we were born.</p>	<p>Through the use of the digital PSHE programme Discovery Education Health and Relationships. The programme is a spiral curriculum for children to build on their learning year by year. This is supported by Go-Givers, an age-appropriate on-line resources from Young Citizens that explores the fundamental challenges facing children and society today. These resources introduce RHE through various activities that facilitate class discussion and debate in an age-appropriate and supportive way.</p> <p>Weekly, timetabled PSHE and RSE lesson.</p> <p>Assemblies</p> <p>Buddy system</p> <p>Anti-bullying week</p>	<p>Form teachers.</p> <p>Internet safety delivered during computing lessons</p> <p>PLT led assemblies</p>

2	<p>Healthy and Happy Friendships Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.</p> <p>Similarities and differences Exploring different strengths and abilities. Understanding and challenging stereotypes</p> <p>Caring and responsibility The different communities and groups we belong to and how we help and support one another within these.</p> <p>Families and committed relationships The different people in our families, and how families vary.</p> <p>Healthy Bodies, Healthy minds Ways to stay healthy, including safe and unsafe use of household products and medicines</p> <p>Coping with Change Exploring how our bodies and needs change as we grow older. Aspirations and goal setting</p>	<p>Through the use of the digital PSHE programme Discovery Education Health and Relationships. The programme is a spiral curriculum for children to build on their learning year by year. This is supported by Go-Givers, an age-appropriate on-line resources from Young Citizens that explores the fundamental challenges facing children and society today. These resources introduce RHE through various activities that facilitate class discussion and debate in an age-appropriate and supportive way.</p> <p>Weekly lesson</p> <p>Assemblies</p> <p>Buddy system</p> <p>Anti-bullying week</p>	<p>Form teachers.</p> <p>Internet safety delivered during computing lessons</p> <p>PLT Led assemblies</p>
3	<p>Healthy and Happy Friendships Being a good friend and respecting personal space. Strategies for resilience</p> <p>Similarities and differences Respecting and valuing differences. Shared values of communities</p> <p>Caring and responsibility Our responsibilities and ways we can care and show respect for others.</p> <p>Families and committed relationships Different types of committed relationships and the basic characteristics of these.</p> <p>Healthy Bodies, Healthy minds Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.</p> <p>Coping with change Coping with feelings around the changes in our lives</p>	<p>Through the use of the digital PSHE programme Discovery Education Health and Relationships. The programme is a spiral curriculum for children to build on their learning year by year. This is supported by Go-Givers, an age-appropriate on-line resources from Young Citizens that explores the fundamental challenges facing children and society today. These resources introduce RHE through various activities that facilitate class discussion and debate in an age-appropriate and supportive way.</p> <p>Weekly lessons</p> <p>Assemblies</p> <p>Buddy system</p> <p>Anti-bullying week</p>	<p>Form teachers.</p> <p>Internet safety delivered during computing lessons</p> <p>PLT Led assemblies</p>

4	<p>Healthy and Happy Friendships Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries</p> <p>Similarities and differences Identity and diversity. Seeing different perspectives and not making judgements based on appearance.</p> <p>Caring and Responsibility Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child</p> <p>Families and Committed relationships The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.</p> <p>Healthy Bodies, Healthy minds Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices</p> <p>Coping with change How our bodies change as we enter puberty, including hygiene needs and menstruation.</p>	<p>Through the use of the digital RSE programme Discovery Education Health and Relationships. The programme is a spiral curriculum for children to build on their learning year by year. This is supported by Go-Givers, an age-appropriate on-line resources from Young Citizens that explores the fundamental challenges facing children and society today. These resources introduce RHE through various activities that facilitate class discussion and debate in an age-appropriate and supportive way.</p> <p>Weekly lessons.</p> <p>Assemblies</p> <p>Buddy system</p> <p>Anti-bullying week</p>	<p>Form teachers.</p> <p>Internet safety delivered during computing lessons</p> <p>PLT Led assemblies</p>
5	<p>Healthy and Happy Friendships Identity and peer pressure off- and online. Positive emotional health and wellbeing</p> <p>Similarities and differences Celebrating strengths, setting goals and keeping ourselves safe online.</p> <p>Caring and responsibility How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community</p> <p>Healthy Bodies, Healthy minds Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.</p> <p>Families and committed relationships The characteristics of healthy, positive and committed relationships, and how these develop as people grow older</p> <p>Coping with change How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.</p>	<p>Through the use of the digital PSHE programme Discovery Education Health and Relationships. The programme is a spiral curriculum for children to build on their learning year by year. This is supported by Go-Givers, an age-appropriate on-line resources from Young Citizens that explores the fundamental challenges facing children and society today. These resources introduce RHE through various activities that facilitate class discussion and debate in an age-appropriate and supportive way.</p> <p>Weekly lessons.</p> <p>Assemblies</p> <p>Buddy system</p> <p>Anti-bullying week</p>	<p>Form teachers.</p> <p>Internet safety delivered during computing lessons</p> <p>PLT Led assemblies</p>

6	<p>Healthy and Happy Friendships How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.</p> <p>Similarities and differences Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'</p> <p>Caring and responsibilities How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.</p> <p>Families and committed Relationships *Human reproduction including different ways to start a family <i>*parents are given the opportunity to learn more about the content and request their child is withdrawn from these lessons</i></p> <p>Healthy Bodies, Healthy minds Being the healthiest me: ongoing self care of bodies and minds, including ways to prevent and manage mental ill-health</p> <p>Coping with change Ways to manage increasing responsibilities and emotional effects of life changes</p>	<p>Through the use of the digital PSHE programme Discovery Education Health and Relationships. The programme is a spiral curriculum for children to build on their learning year by year. This is supported by Go-Givers, an age-appropriate on-line resources from Young Citizens that explores the fundamental challenges facing children and society today. These resources introduce RHE through various activities that facilitate class discussion and debate in an age-appropriate and supportive way.</p> <p>Weekly lessons.</p> <p>Assemblies</p> <p>Buddy system</p> <p>Anti-bullying week</p>	<p>Form teachers.</p> <p>Internet safety delivered during computing lessons.</p> <p>PLT Led assemblies</p>
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<u>Year Group</u>	<u>Content</u>	<u>How Taught</u>	<u>Taught By</u>
7	<p><u>Relationships:</u></p> <ul style="list-style-type: none"> • Friendships (children and adults) • Anti-bullying responsibilities • Managing emotions within friendships, including self-worth • Relationship boundaries • Diversity in relationships <p><u>Online Relationships:</u></p> <ul style="list-style-type: none"> • Opportunities and risk, including how to stay safe • Positive and negative online attention • How to respond to problems <p><u>Puberty:</u></p> <ul style="list-style-type: none"> • Physical and emotional changes • Personal hygiene • Unwanted contact 	PSHE lessons, Year Group and Whole School Assemblies, Anti-Bullying Week activities,	<ul style="list-style-type: none"> - Form tutor - School Counsellor - Head of Year - Head of Key stage Assembly - Assembly speakers
8	<p><u>Online Relationships:</u></p> <ul style="list-style-type: none"> • Cyberbullying • Peer Pressure • Sexting <p><u>Relationships</u></p> <ul style="list-style-type: none"> • Happy, healthy relationships and self esteem • Gender Identity and sexual orientation • Sexism and homophobia • Sexting 	PSHE lessons, Year Group and Whole School Assemblies, Form time sessions	<ul style="list-style-type: none"> - Form tutor - School Counsellor - Head of Year - Head of Key stage Assembly - Assembly speakers

9	<p><u>Online Relationships:</u></p> <ul style="list-style-type: none"> • Online coercion • Sexting <p><u>Relationships:</u></p> <ul style="list-style-type: none"> • Relationship changes • Conflict resolution • Body Image and relationship with self • Families and parenting <p><u>Sex Education:</u></p> <ul style="list-style-type: none"> • Introducing and recognising consent and the law • Women's right to choice • STIs • Contraception • Attitudes to pornography 	PSHE lessons, Year Group and Whole School Assemblies, Form time sessions	<ul style="list-style-type: none"> - Form tutor -School Counsellor -Head ofYear -Head of Key stage Assembly -Assembly speakers
10	<p><u>Relationships:</u></p> <ul style="list-style-type: none"> • Impact of media on relationships • Influence on mental health • Recognising ill mental health • Positive peer relationships <p><u>Sex Education:</u></p> <ul style="list-style-type: none"> • Sexual identity and orientation • Progression of relationships • STIs: prevention and treatment • Contraceptive methods and use • The effects of drugs and alcohol on risky behaviour • Gender stereotypes 	PSHE lessons, Year Group and Whole School Assemblies, Form time sessions	<ul style="list-style-type: none"> - Form tutor -School Counsellor -Head ofYear -Head of Key stage Assembly -Assembly speakers

11	<p><u>Online Relationships</u></p> <ul style="list-style-type: none"> • Grooming • Idealised body image in the media • Sharing sexual images <p><u>Relationships:</u></p> <ul style="list-style-type: none"> • Inclusivity and diversity: LGBTQ+ • Assertiveness • Avoiding abusive relationships • Coping with bereavement and changing circumstances • Marriage and Family • FGM • Screening and self-examination • Consent <p><u>Sex Education</u></p> <ul style="list-style-type: none"> • Consent and the law • Sexual Harassment 	PSHE lessons, Year Group and Whole School Assemblies, Form time sessions,	<ul style="list-style-type: none"> - Form tutor -School Counsellor -Head ofYear -Head of Key stage Assembly -Assembly speakers
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12 &13	<p><u>Online Relationships:</u></p> <ul style="list-style-type: none"> • The modern world of sex. • Sex and body positive: the impact of the internet. • Avoiding manipulation and persuasion online <p><u>Relationships:</u></p> <ul style="list-style-type: none"> • Relationship values • To manage mature friendships, including making friends in new places • Use of constructive dialogue to support relationships and negotiate difficulties • Exiting unhealthy relationships • Relationships in the workplace <p><u>Sex Education:</u></p> <ul style="list-style-type: none"> • Reproductive Health and Fertility. • Taking responsibility for sexual health • Consent and the law • Sexual exploitation: recognising, and accessing help <p>Unplanned pregnancy –pathways and advice</p>	<p>PSHE lessons, Year Group and Whole School Assemblies, Form time sessions,</p>	<ul style="list-style-type: none"> - Form tutor -School Counsellor -Head of 6th Form -Deputy Head of 6th form -Head of Key stage Assembly -Assembly speakers
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