

CLAYESMORE

## CPS Relationships and Sex Education (RSE) Policy

**Responsibility:** Head of PSHRE  
**Date of this version:** October 2023  
**Review:** Annual

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## VISION STATEMENT

1. Clayesmore is a non-selective school which is committed to becoming a sustainable centre for educational excellence.
2. We want to be widely recognised as an innovative school which actively promotes the personal development of pupils in an inclusive and stimulating environment.
3. Clayesmore students will have a strong sense of ethical, moral, environmental and social responsibility, and will go on to become people who will make a positive impact on the lives of others.

## MISSION STATEMENT

4. Clayesmore supports and challenges every pupil to fulfil their potential and contribute to the world with confidence, ambition and compassion.

## BRITISH VALUES

5. Within Clayesmore Prep School's PSHRE curriculum, our aim is to champion the fundamental British Values which are: democracy, the rule of law, individual liberty and mutual respect/tolerance.

## EQUALITY & DIVERSITY

6. At Clayesmore Prep, we aim to promote equality.
7. We challenge any form of discrimination, including on the grounds of sex, gender, sexual orientation, ethnic origin, colour, age or disability.
8. We also seek to promote equality by removing any barriers to access, participation, progression, attainment and achievement for staff and pupils.
9. We regularly and consistently promote the idea of 'Respect' to encourage our children to be accepting and inclusive, regardless of a person's sex, gender, sexual orientation, ethnic origin, colour, age or disability.
10. Details of the school's Equality & Diversity statement can be found on the school website.

## REGULATORY REQUIREMENTS

11. [Relationships Education \(Primary\)](#)
12. [Relationships & Sex Education \(Secondary\)](#)

## POLICY CONTEXT & RATIONALE

13. This policy covers our approach to relationships education (primary) and relationships and sex education (secondary - Years 7 & 8).
14. This policy was written in conjunction with the '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education' Department of Education document 2019.](#)
15. Other documents that informed this policy include the Equality Act (2010) and Keeping Children Safe in Education – Statutory safeguarding guidance (2023).
16. Guidance was also taken from the PSHE Association.
17. This policy was produced by the joint PSHRE leads through consultation with the head of prep, designated safeguard lead, teachers, governors and parents.
18. Parents were sent a draft policy and given the opportunity to comment, as were staff and governors (2019).
19. Pupils in Years 6 and 8 were consulted about the curriculum and their views were taken into consideration when planning the curriculum (2019).
20. Key needs identified by the pupils are listed in Appendix A.

21. Pupils will be surveyed again during the academic year 2023/24.
22. The objective of sex and relationships education is to help inform and support our young people during their physical, emotional and moral development within the wider range of our school policies as follows:
  - a. CPS PSHRE
  - b. CPS Promoting Positive Behaviour
  - c. CPS Prevent Statement
  - d. Safeguarding
  - e. Equality and Diversity policy
  - f. SEND Policy
  - g. CPS Online Safety Policy
23. The Head of PHSRE liaises with other relevant heads of department with regard to curriculum content and coverage.
24. The policy will be reviewed every eighteen months to two years to ensure that it meets the needs of pupils, staff and parents, and that it is in line with the current Department of Education advice and guidance.

## APPROACH TO RELATIONSHIPS & SEX EDUCATION

25. Staff, governors and parents believe that RSE should be part of a broader PSHRE programme through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future.
26. As part of a whole school approach and under Government guidelines, it delivers the qualities and attributes pupils need to thrive as individuals, family members, members of society and global citizens.

## WHY IS RSE IMPORTANT TO US?

27. We see RSE as important for our pupils and school because:-
  - a. "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.
  - b. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
  - c. Everyone faces difficult situations in their lives.
  - d. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support." <sup>1</sup>

## AIMS

The RSE policy is in line with the school's aims which are as follows:

28. provide a strong academic platform from which students can develop a lifelong love of learning for its own sake;
29. equip students with the skills, understanding and values that will help them to live their lives well;
30. encourage values and attitudes rooted in selflessness and service, courage, integrity, compassion and generosity;
31. instil a sense of appreciation and wonder; a respect for others and our environment, and a recognition of the need to tread lightly on the world.

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education, Department for Education (2019)

## OBJECTIVES

32. Relationships education is embedded within the PSHRE curriculum, which helps to give our young people the knowledge, skills, attributes and understanding they need to be confident, healthy and independent in today's world.
33. It aims to help them understand how they are developing personally and socially, tackling the many and diverse issues that are part of growing up.
34. The objectives of relationships & sex education are:
  - a. to provide the knowledge and information to which all pupils are entitled;
  - b. to clarify/reinforce pupils' existing knowledge;
  - c. to raise pupils' self esteem and confidence, especially in their relationships with others;
  - d. to help pupils understand their feelings (including sexual feelings) and behaviour, enabling them to lead fulfilling and enjoyable lives;
  - e. to help pupils develop relevant skills in communication, decision-making and assertiveness to cope with;
  - f. peer, media and other influences;
  - g. to enable them to participate actively in society and to value themselves and others;
  - h. to signpost access to information and support;
  - i. to develop pupils' skills for a healthier, safer lifestyle;
  - j. to encourage pupils to respect and care for their bodies with awareness of media and other influences;
  - k. to be prepared for puberty and adulthood.

## LEARNING OUTCOMES

35. The intended outcomes for our young people are as follows:

### Primary (Years 3-6)

36. The intended outcomes of our RSE programme are that pupils will:
  - a. understand that their body belongs to them, that they are the 'boss' of their body;
  - b. understand that there are parts of the body which are private and should not be touched by others;
  - c. understand that there may be medical or intimate care instances when it would be appropriate for private body parts to be touched e.g. by a medical professional, parent or carer;
  - d. understand that it is normal to experience a range of emotions, and develop the skills to manage these feelings;
  - e. understand that there are many types of family;
  - f. understand the characteristics of healthy family life;
  - g. understand and celebrate diversity;
  - h. understand that some people choose to identify as Lesbian, Gay, Bisexual, Transgender (LGBT);
  - i. understand the importance of respecting themselves and others, even when others may be different;
  - j. understand the importance of friendships, and develop the skills to manage these relationships;

- k. recognise whom to trust and not to trust, and understand when and why a friendship is making them unhappy/uncomfortable;
- l. know about different types of bullying and how to seek help;
- m. understand the physical, emotional and brain changes experienced during puberty, and develop the skills to manage these changes;
- n. online safety;
- o. understand the differences between healthy and unhealthy relationships, and develop the skills to manage these;
- p. understand the importance of permission-seeking and giving in relationships;
- q. know where and how to get help or advice.

## Secondary (Years 7 & 8)

37. The intended outcomes of our RSE programme are that pupils will:

- a. understand that there are different types of relationships;
- b. understand the characteristics of positive, healthy friendships;
- c. understand what is meant by consent (including sexual consent), boundaries, privacy, coercion, grooming and Female Genital Mutilation (FGM - this is taught in Year 9);
- d. know about sex, gender and sexual identification;
- e. how stereotypes can be destructive;
- f. know about different types of bullying;
- g. know about their responsibilities online and how to stay safe online, including about the law in relation to sexually-explicit content;
- h. understand the body and brain changes during puberty;
- i. know where and how to get help.

## ENTITLEMENT AND EQUAL OPPORTUNITY OF RSE

38. We believe that all our pupils are entitled to a quality PSHRE education.

- a. Our curriculum provides for the needs and interests of all our pupils, irrespective of sex, gender, sexual orientation, ethnic origin, colour, age or disability.
- b. Our teaching takes into account age, ability, prior knowledge, readiness and cultural backgrounds to ensure that all pupils can access and benefit from our curriculum.
- c. We expect all our pupils to respect their class charter and to show respect for others.
- d. Our PSHRE curriculum aims to promote open-mindedness and diversity.
- e. We believe firmly that our pupils' personal and social development is as important as their academic progress and to this end pupils will not be regularly withdrawn from PSHRE lessons.
- f. If a pupil requires extra support in PSHRE lessons, a TA will be provided where possible.

## TEACHING & LEARNING

- 39. At CPS, 'Sex' refers to, *'the different biological and physiological characteristics of males and females, such as reproductive organs, chromosomes and hormones.'*
- 40. At CPS, 'Gender' refers to, *'the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men.'*
- 41. RSE is taught as an integral part of our whole school PSHRE programme.
- 42. PSHRE is taught as an independent subject across all year groups.

43. Weekly lessons of 35 minutes are allocated to PSHRE and are taught by the pupils' tutors.
44. INSET - the latest session 'Planning and teaching effective PSHE education lessons' was delivered by the PSHE Association (April 2022), and looked at best practice.
45. New teachers have specific orientation sessions with the head of PSHRE.
46. All PSHRE learning is underpinned by the PSHRE 'Big Ideas';
  - a. Health and Wellbeing, Relationships and Living in the Wider World.
  - b. Children have the opportunity to discuss these at the beginning of every PSHRE lesson, and regularly during lessons.
  - c. All teachers in school are familiar with these, and recognise their importance in developing our children's understanding of PSHRE.
47. The following considerations apply to teaching and learning in this subject:
  - a. Our RSE curriculum takes into account the cultural backgrounds of all our pupils and the views of their parents/carers;
  - b. All pupils create a charter with their PSHRE teacher at the start of the school year; this is agreed and signed and can therefore be used for reference throughout the year;
  - c. All pupils will have a different starting point for each topic. Teaching staff will identify this using baseline assessments or starter activities; teachers also talk to the pupils and allow them to comment on their own progress.
  - d. Pupils will be taught in a spiral programme where topics will be covered a number of times over various years but will be taught in more depth or detail in line with their age;
  - e. Pupils have PSHRE exercise books in which some written work is completed. Book audits are completed on an annual basis. It is recognised, however, that a significant proportion of the pupils' PSHRE work is via discussion, role-play, scenarios, etc. and therefore not recorded in books.
  - f. All tutor groups are mixed ability, and tasks and outcomes are differentiated to take this into consideration;
  - g. Teaching groups are mixed sex, except when pupils have expressed a wish to be taught in single sex groups (Year 5 and 6) & Year 8 'sex, gender & sexual identification'; 'consent', and 'pornography').
  - h. Matters of equal opportunity are of particular importance in some topics, and staff are mindful of this;
  - i. Some topics may be difficult for some pupils, so ground rules (group charters agreed by the pupils) are in place to ensure confidentiality, respect and safety. Pupils are told that they are not to reveal their own sensitive personal histories or those of any other pupils during PSHRE lessons;
  - j. Staff must adhere to professional standards during discussions;
  - k. Should any pupil indicate that they may be vulnerable or at risk, the safeguarding procedures outlined in the Safeguarding Policy will apply;
  - l. Connections between pupils' learning and 'real-life' is encouraged by rehearsing positive behaviours through role-play in given scenarios;
  - m. Outside speakers are invited in when appropriate to supplement and enrich what is being taught.
  - n. All visitors are asked to comply with the school's policies and all sessions with visiting speakers are overseen by staff members;
  - o. Additional focus will be made during special calendar days and weeks throughout the academic year such as Kindness Week and E-safety days.

## WHAT IS TAUGHT?

### Key Stage 2 (Years 3-6)

48. Pupils will be taught about:

- a. the correct anatomical names for body parts
- b. personal space, privacy, and boundaries;
- c. Consent (the NSPCC PANTS programme is used);
- d. permission seeking and giving in relationships;
- e. emotions;
- f. types of families and what constitutes a 'healthy' family;
- g. diversity, including LGBT;
- h. puberty;
- i. healthy and unhealthy relationships, including good and bad secrets;
- j. bullying;
- k. self respect and respecting others;
- l. stereotypes;
- m. friendship;
- n. staying safe online;
- o. how to seek help and report concerns.

### KEY STAGE 3 (Years 7 & 8)

49. Pupils will be taught about:

- a. respectful relationships, including friendship;
- b. self respect and respecting others;
- c. types of relationship and families;
- d. sex, gender and sexual identification;
- e. stereotypes;
- f. bullying;
- g. online safety;
- h. puberty (body and brain changes);
- i. consent, including laws relating to sexual consent;
- j. how to seek help and report concerns.

50. These units are taught at an appropriate level for the pupils involved. The head of PSHRE is happy to liaise with parents regarding any of these topics and our rationale for teaching them.

## ASSESSMENT

- 51. We will assess pupils' learning and progression through baseline assessment, and of topic 'I can do' statements, discussion and questioning, and various exercises during the lesson demonstrating pupils' attitudes and confidence in discussing topics.
- 52. The focus of pupil assessment in PSHE and Relationships will focus on the knowledge and understanding of the topics



53. We will evidence pupils' learning and progression in a variety of manners eg: through their dedicated PSHE and Relationships exercise books and any questionnaires/surveys. Not all lessons will require a written element.
54. Written reports to parents will reference PSHE and Relationship

## CONFIDENTIALITY

55. Owing to the nature of the topics covered in PSHE and relationships education lessons, there exists the potential for a pupil to make a disclosure that may require safeguarding procedures to be invoked.
56. In such circumstances and in accordance with Safeguarding Guidelines and our Safeguarding Policy, teachers cannot promise confidentiality.
57. If a pupil makes a disclosure, we will bring the matter to the attention of the DSL, in accordance with the school's safeguarding policy and guidelines.

## RESOURCES

58. Resources are carefully chosen, with our pupils in mind. Regular feedback is sought from teaching staff, and lesson plans and resources reviewed to ensure currency and appropriateness.

## POLICY AVAILABILITY

59. Parents and carers will be informed about this policy through the termly letters sent out detailing the PSHRE content for the following term. Additional letters are sent before units on puberty.
60. The policy is freely available on the school website. Should you require this policy in a different format, please contact the head of PSHRE ([hbignold@clayesmore.com](mailto:hbignold@clayesmore.com))

## RIGHT TO WITHDRAW

61. Parents have the right to request that their child be withdrawn from some or all of sex education (but not relationships or health education) delivered as part of statutory RSE.
62. This request should come in writing to the Head of Clayesmore.
63. In the event that a pupil is withdrawn, the head of PSHRE will provide age-appropriate work.
64. This work will be separate and distinct from the work on RSE.
65. A member of the teaching staff will supervise the pupil or pupils.

## Appendix A

### Year Six RSE Review (May 2019)

#### **We should know about:**

- What it's like to be living on the streets
- Family Difficulties
- Internet safety / social media x 4
- Law
- Money
- Health / healthy eating
- Relationships x 2
- Religion
- Jobs
- How to control addictions
- Peer pressure
- Taking a bus or a train on our own
- Rights and responsibilities x 4
- World issues / top news stories e.g. Brexit x 5
- Not spending money on games
- Growing and changing x 8
- The opposite gender
- Sexuality and gender x 2
- Waste / environment
- Stranger danger x 3
- Life decisions

#### **We'd like to feel confident about:**

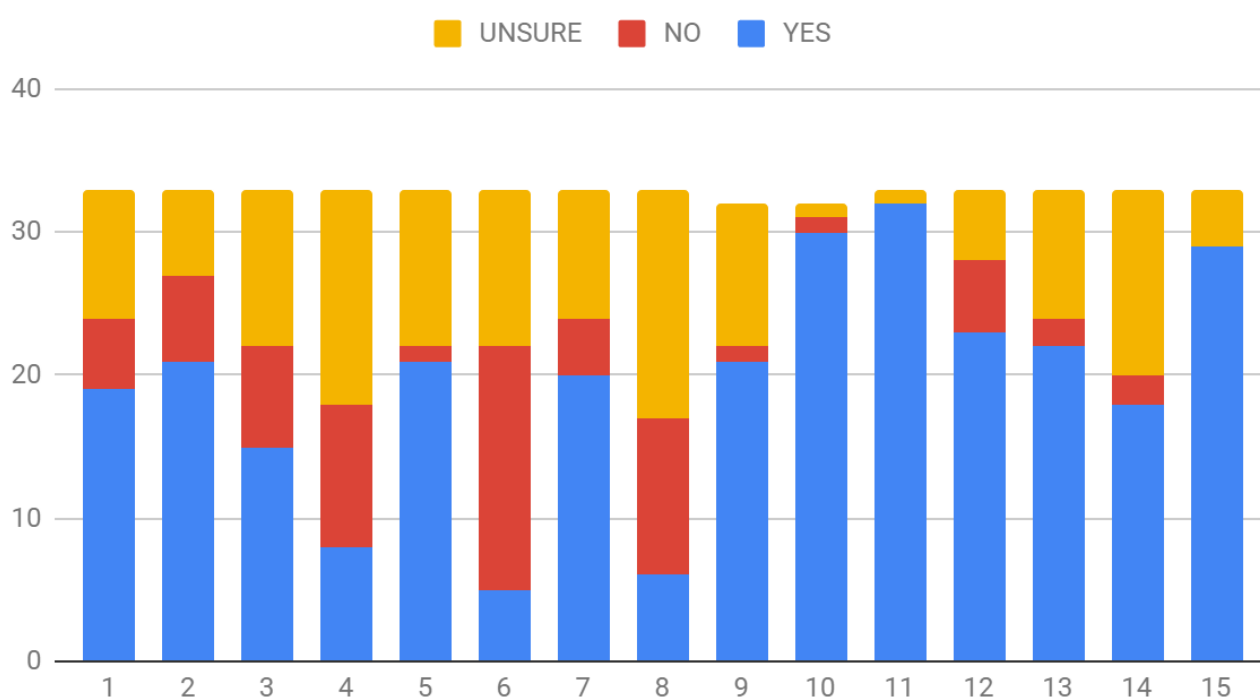
- Expressing / being ourselves
- Going online and staying safe x 3
- Making our own choices / doing our own thing
- Making friends
- Growing up x 2
- How to say no to something bad
- Starting a new school
- How we look
- Who to trust

#### **We should be able to:**

- Make friends with whoever we like
- Be comfortable talking about sex and relationships
- Talk about our futures
- Make our own choices
- Respect other people's appearances
- Stand up for others when they are being bullied x 2
- (Know about / be able to say?) acceptable / unacceptable physical contact
- Be ourselves x 2
- Take care of our bodies safely and happily x 2
- Stand up to peer pressure
- Tell other people what's on our mind / express our feelings

### Responses to the Year Six Questionnaire (33 respondents)

## YES, NO and UNSURE



1. I can name the different parts of the genital areas of both boys and girls.  
(Yes/No/ Unsure = 19/5/9)
2. I understand and can explain what is meant by puberty. (Yes/No/ Unsure = 21/6/6)
3. **I can explain what physical changes happen during puberty (boys and girls)**  
(Yes/No/ Unsure = 15/7/11)
4. **I can explain what brain changes happen during puberty and the effects of these (Yes/No/ Unsure = 8/10/15)**

5. I can explain what emotional changes to expect during puberty and how these can affect mood and behaviour (Yes/No/ Unsure = 21/1/11)
6. **I understand and can explain what is meant by 'consent' when referring to any kind of relationship. (Yes/No/ Unsure = 5/17/11)**
7. I understand and can explain that not everyone identifies as male or female.  
(Yes/No/ Unsure = 20/4/9)
8. **I know and can explain what is meant by sexual orientation. I can explain the following terms: heterosexual, homosexual, bisexual. (Yes/No/ Unsure = 6/11/16)**
9. I understand and can explain the differences between online and offline relationships.  
(Yes/No/ Unsure = 21/1/10 + one not answered)
10. I understand the importance of respecting people's personal boundaries  
(Yes/No/ Unsure = 30/1/1 + one not answered )
11. I understand why it is important not to share sexually explicit images, texts, messages, etc. (Yes/No/ Unsure = 32/0/1)
12. I understand why personal hygiene is important and can explain why it is important to take care of my body. (Yes/No/ Unsure = 23/5/5)
13. I understand that there are different types of relationships and families, and can give examples.  
(Yes/No/ Unsure = 22/2/9)
14. **I understand that it is important to look after my mental health and can give examples of good ways to do this. (Yes/No/ Unsure = 18/2/13)**
15. I know where to go for help or advice. (Yes/No/ Unsure = 29/0/4)

## Feedback from Tutor Groups

Year Eight felt that the following SHOULD be covered in the PSHRE curriculum:

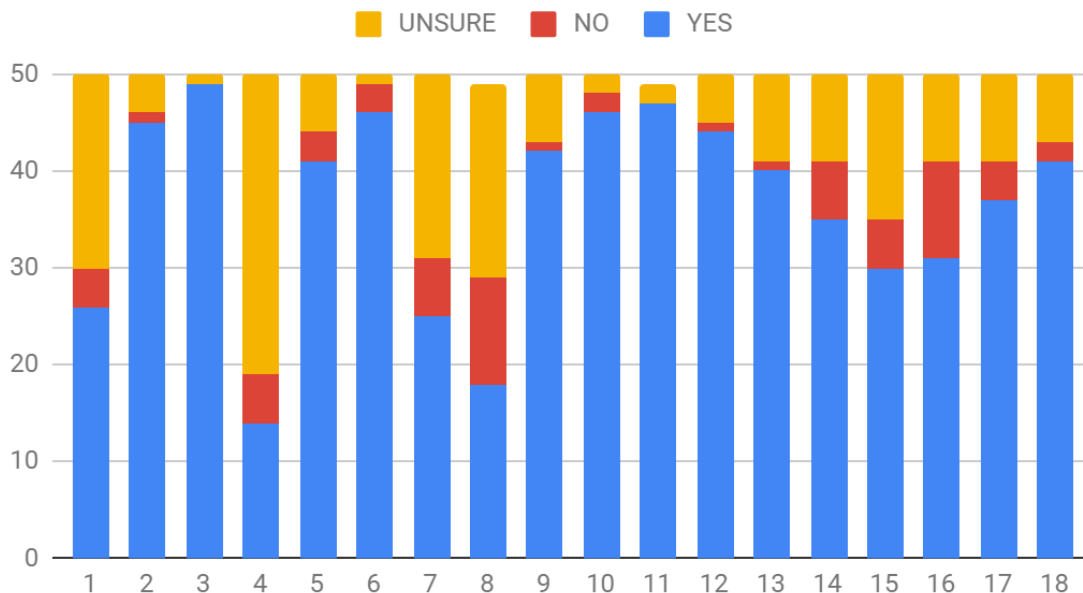
- how to stay safe in 'dodgy' parts of city centres;
- how to deal with the temptation to break the law, e.g. downloading material;
- online pornography - what it is, the law, etc.;
- online safety, sexting, etc.
- brain changes (a small minority said this was not helpful/informative)
- body image;
- relationships & consent;
- how feelings change in adolescence and how to deal with fluctuating feelings;

They felt that the highlighted topics should definitely be taught in single sex groups.

They felt that the first unit on friendship was not helpful and just covered ground which they already know.

## Responses to the Year Eight Questionnaire (50 respondents)

### YES, NO and UNSURE



### Year Eight

1. I can name the different parts of the genital areas of both boys and girls.  
(Yes/ No/Unsure - 26/4/20)
2. I understand and can explain what is meant by puberty. (Yes/ No/Unsure - 45/4/1)
3. I can explain what physical changes happen during puberty (boys and girls)  
(Yes/ No/Unsure - 49/0/1)
4. **I can explain what brain changes happen during puberty and the effects of these**  
**(Yes/ No/Unsure - 14/5/31)**
5. I can explain what emotional changes to expect during puberty and how these can affect mood and behaviour (Yes/ No/Unsure - 41/3/6)
6. I understand and can explain what is meant by 'consent' when referring to any kind of relationship.  
(Yes/ No/Unsure - 46/3/1)
7. **I understand and can explain that not everyone identifies as male or female.**  
**(Yes/ No/Unsure - 25/6/19)**
8. **I know and can explain what is meant by sexual orientation. I can explain the following terms: heterosexual, homosexual, bisexual.**  
**(Yes/ No/Unsure - 18/11/20 + 1 blank)**
9. I understand and can explain the differences between online and offline relationships (Yes/ No/Unsure - 42/1/7)

10. I understand the importance of respecting people's personal boundaries. (Yes/ No/Unsure - 46/2/2)
11. I understand why it is important not to share sexually explicit images , texts, messages, etc. (Yes/ No/Unsure - 47/0/2 + 1 blank)
12. I understand why personal hygiene is so important and can explain why it is important to take care of my body. (Yes/ No/Unsure - 41/1/5)
13. I understand that there are different types of relationships and families, and can give examples. (Yes/ No/Unsure - 40/1/9)
14. I understand what is meant by FGM (female genital mutilation) and that it is illegal in the UK. (Yes/ No/Unsure - 35/6/9)
15. I understand and can explain what is meant by safe sex.  
(Yes/ No/Unsure - 30/5/15)
16. I can name different types of contraception. (Yes/ No/Unsure - 31/10/09)
17. I understand that it is important to look after my mental health and can give examples of effective ways to do this. (Yes/ No/Unsure - 37/4/9)
18. I know where to go for help or advice (Yes/ No/Unsure - 41/2/7)

(Questions in bold show where fewer than half the pupils answered Yes - areas for us to look at. Q1 - just over half said yes.)

**The ranking exercise:** This is the order in which Year Eight pupils ranked the different topics suggested by the PSHE Association. We have taken this into account when planning our new curriculum.

<b>Relationships</b>
<b>Mental Health</b>
<b>Sexual Health</b>
<b>Diversity and Prejudice</b>
<b>Personal Safety</b>
<b>Physical Health</b>
<b>Friendships</b>
<b>Media Influence</b>
<b>Careers</b>
<b>Money</b>