



The Cedar School

www.cedarschool.co.uk

Communication – Empowerment – Discovery – Aspiration – Resilience

SEX and RELATIONSHIP (RSE) EDUCATION POLICY

Reflecting the statutory requirements for the RSE curriculum implemented in March 2021

The Sex and Relationships (RSE) Policy at the Cedar School sits intrinsically within the general learning ethos and values of the School overall. This policy helps to reinforce our strong belief that learning how to develop positive relationships, including an understanding of their own sexual development and preferences can greatly enhance our children's ability to lead their adult lives with fulfilment and an ability to make good, informed choices. All children (and staff) at Cedar are valued as independent individuals who are worthy of dignity and respect and we therefore encourage a supportive and nurturing learning ethos across the School at all times and encourage individuality but tolerance in all that we do.

What are the KS1 & 2 statutory requirements?

The **Health Education** and **Relationships Education** aspects of PSHE (personal, social, health and economic) education have been compulsory in all primary schools since April 2021.

What are the KS3 & 4 statutory requirements?

The **Relationships** and **Sex Education** (RSE) aspects of PSHE have been compulsory for all pupils receiving secondary education since April 2021.

Objectives

The basis of moral behaviour is that everyone feels valued for who they are and what we believe in, and we are of equal worth to other people. Our children, with a variety of Special Educational Needs and Disabilities (SEND) and a range of social backgrounds, need first to experience positive self-esteem to help form satisfying relationships with others. Our aim is to give our children, as far as possible, the skills to form relationships with dignity, respect, and assertiveness and to make good, informed choices to avoid being open to unnecessary harm or unsafe exploitation from others.

Relationship Education for Primary children

The curriculum focus in primary will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

We provide appropriate opportunities for KS 1 and KS 2 children in the following:

The Cedar School is committed to safeguarding and promoting the welfare of our children and young people. It expects all staff, volunteers and visitors to the school to share and embrace this commitment.

Headteacher - Neil Revell

Deputy Headteacher - Cesia Moran

Redbridge Lane, Nursling, Southampton, SO16 0XN
Tel: 02380 734205 Email: info@cedarschool.co.uk



<p>Families and people who care for me</p>	<p>Children should know</p> <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.
<p>Caring friendships</p>	<p>Children should know</p> <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.
<p>Respectful relationships</p>	<p>Children should know</p> <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.

	<ul style="list-style-type: none"> • 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	<p>Children should know</p> <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	<p>Children should know</p> <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.

Health, Relationships and Sex Education for Secondary children

The curriculum for KS3 and 4 pupils will build on the learning already achieved through the Primary curriculum as detailed below.

Families	<p>Children should know</p> <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.
-----------------	---

	<ul style="list-style-type: none"> • 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	<p>Children should know</p> <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	<p>Children should know</p> <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.

	<ul style="list-style-type: none"> • How information and data is generated, collected, shared and used online.
Being safe	<p>Children should know</p> <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	<p>Children should know</p> <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 and menopause. • 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.

Strategy

Delivery of our Sex and Relationships Education involves a partnership between parents, School Governors, staff and outside agencies to ensure that the information is given to children is appropriate to their knowledge, experience, race and gender. Careful planning is imperative to ensure that the programme is differentiated for every individual child. Teachers will use the planning documents for PSHE/RE, Science and English to assist in the planning for effective RSE delivery.

Resources and Materials

Children will have access to appropriate resources and materials to aid their understanding from the PSHE/RE and Science resources within the school and any materials borrowed from Public Health and the School Nursing Service.

Staff development

We recognise the need to enable staff to have access to support and training in line with our Continuous Professional Development and School Improvement Plan priorities.

Safeguarding and Health and Safety

In the event of any safeguarding disclosure, through any RSE learning experiences in school, referrals will be made in the same way to the Designated Safeguarding Lead (DSL), who will follow the procedures relating to Child Protection and Safeguarding – Please see Safeguarding policy

Use of outside agencies

When teaching specific sex education in the KS3/KS4 Secondary Department (Please see planning documents) teachers may wish to invite the School Nurse/other professionals to help deliver the lessons with them. The nurse will work within the principles of the policy and help enrich the provision with their knowledge and expertise. The RSE leader will co-ordinate any visits. At times, there may be a need to deploy key members of the team in relation to more gender specific discussions (So as to engender a more empathetic forum) but colleagues must also be sensitive to the rights of the children to make a personal choice around such circumstances.

Partnership with Parents/Carers

We will take every opportunity to inform and involve parents and carers:

- By making our commitment clear during our planning information opportunities
- By inviting parents to discuss the personal development of their child
- By inviting parents to a meeting where resources are available, and their uses explained

Close co-operation between home and school will be fostered to ensure parents and carers are fully involved and supported.

Parents/carers choosing to excuse their child(ren) from relationship and sex education

Relationships and sex education is monitored and evaluated using the procedures in place within the PSHE and Science curriculum. For children at primary age the focus is on relationship education only and so consent to withdraw a child from these lessons is not an option.

For our secondary children, we appreciate for some the topic of relationship and sex education can be complex and initially families may feel they do not wish for this subject to be delivered to their child in school. As a school our response is to reassure and involve our parents/carers so they are clear and informed on what this curriculum area entails and that there is a mutual understanding and awareness of the importance for their child to be involved in these lessons.

If any parents/carers at this point are asking to withdraw their child, then a further discussion will be followed up with them and it might be parents/carers would like to meet the teachers teaching this subject, see the resources and planning being used or discuss further with the leadership team. It would be at this point we would hope any concerns that were had initially are resolved and consent for their child(ren) to participate in relationship and sex education is given. However, if this is not the case then we would respect the right of parents to withdraw their children from all or part of the

relationship and sex education provided by Cedar School and suitable learning opportunities will be decided upon for when the child is absent from such lessons.

It is important to note that if a child wishes to take part in relationship and sex education lessons and they are within three terms of being 16 years old, then it is the child's choice to engage.

Monitoring

Feedback from staff, parents and where possible, children, will help us judge the effectiveness of the aims, content and methods we employ in relation to Sex and Relationships.

Conclusion

Sex and Relationship education provides a vital responsibility to help develop the whole child. It is fundamentally incorporated into our whole school ethos and values and aims to provide opportunities for our children to grow into healthy and happy people who are confident, knowledgeable, and assertive and thus able to make positive relationships with family, peers and friends. It also supports working in genuine partnership with parents and other agencies.

Named RSE Co-ordinator is Emma Charlton, supported by our school nurse Katherine Bond.

The School Governing Body reviewed and ratified this policy on 6th February 2024.

It will be reviewed at least biannually by the coordinator and presented to Governors or before this time if there is any legislative change.

Key Documents

To support with the development of this policy the following documents and law has been taken in to consideration:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- Southampton SACRE (Standing Advisory Committee for Religious Education)
- Keeping Children Safe in Education 2023
- Equality Act 2010
- Public Duty Sector 2010