
OVERSTONE PARK SCHOOL



RSHE Policy

Relationship, Sex, Health Education Policy

Date	Review Date	Coordinator
September 2024	August 2025	Mrs M Brown - Principal

Introduction

The school's RSHE curriculum has five key principles in mind:-

1. RSHE should teach children about the law, in addition to the importance of tolerance and respect for everyone in the school community and beyond.
2. The curriculum should seek to keep children safe and informed about growing up and the challenges this may present, how relationships develop and how to be safe once sexually active. It should enable topics to be taught appropriately by a trusted adult and help ensure that prevention of harm and early intervention are supported.
3. Schools should follow the age limits set out in the guidance to ensure pupils don't learn about sensitive topics earlier than is necessary or at an inappropriate stage of their development.
4. Schools should be transparent with parents about all materials used in RSE, and all materials should be available to parents, as described in the section on openness with parents below.
5. Parents have a right to request that their children are withdrawn from sex education.

The school's Relationships Education & Relationships and Sex Education policy is based on the statutory guidance document Relationships and Sex Education (RSE) and Health Education (as part of Personal, Social, Health and Economic (PSHE) Education) (DfE, updated September 2021), Relationships Education (Primary) (DfE, updated September 2021), Relationships and Sex Education (Secondary) and the PSHE Association's supplementary guidance (PSHE Association)

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Furthermore, it is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

At Overstone Park School we use a gender equity and human rights framework for Relationships Education. To cover the curriculum content in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships on and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- Realise their health, wellbeing and dignity.
- Build self-esteem and self-worth.

- Explore and value their personal identity and the identities of others.
- Explore a range of family structures, including LGBTQIA+ families and other family structures understand and make sense of the real-life issues they are experiencing in the world around them.
- Manage and explore difficult feelings and emotions.
- Consider how their choices affect their own wellbeing and that of others.
- Develop as informed and responsible citizens.
- Understand and ensure the protection of their rights throughout their lives.

We believe that Relationships Education is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships.

We believe that all our pupils have a right to holistic, inclusive and needs-led Relationships Education. We believe that through providing high quality Relationships Education, we are upholding the ethos and values of this school and its commitment to equality and celebration of difference. This policy was produced in consultation with our staff, governing body, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website. The information below complies with our statutory obligations to deliver Relationships Education under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our programme continues to meet the needs of our pupils.

We believe that Relationships Education is a key vehicle for promoting equality, inclusion and social justice. Our Relationships Education is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to a Relationships Education that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBTQI+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching Relationships Education. An inclusive Relationships Education at School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

We define sex education as teaching our pupils about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. This draws on knowledge of the human life cycle set out in the national curriculum for science, as well as those related elements (the physical changes associated with puberty) within statutory Health Education.

In our school, we believe that there is a need to teach age and developmentally appropriate sex education as part of our Relationships Education. We take the approach that Relationships and sex education are best approached in an integrated way. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture our pupil's curiosity

about the world around them, supporting their development and their respect for themselves and each other.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care and for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The policy should be read in conjunction with other relevant policies: Anti-bullying policy, Behaviour, Rewards & Sanctions policy, Child Protection and Safeguarding policy, PSHE, science curriculum, ESafety and Use of ICT policy, Diversity Policy, British Values Policy and School Complaints policy.

This policy is updated annually following review and feedback from teachers and pupils on RSE provision and annual meeting with parents.

Aims & Objectives

The teaching of Relationships and Sex Education (RSE) is a partnership between home and School. The School aims to provide a safe, positive and respectful environment in which all members of the school community can learn about RSE and grow in confidence, knowledge and skills, which supports the essential role of parents in providing this education.

RSE at Overstone Park School is underpinned by our Core values and ethos within our school.

Through our PSHE programme we aim to provide children with the knowledge, skills and understanding of healthy and respectful relationships and appropriate boundaries.

We consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into empathetic, responsible and respectful young citizens who lead confident, healthy, independent lives and who have safe, fulfilling and enjoyable relationships.

At Overstone Park School RSE is about learning the emotional, social and physical aspects of growing up, relationships, sexual reproduction, human sexuality and sexual health. The aim is to encourage children to take responsibility for their sexual health and wellbeing and build healthy, compassionate relationships.

We recognise that our pupils come from a diverse variety of families. All teaching at Overstone Park School, including the specific RSE education, will aim to support all pupils equally and to encourage the celebration of diversity, whilst respect for one another remains the underlying principle.

Delivery and Training

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school.

PSHE lessons are taught by form teachers and mentors supported by expert visitors as appropriate and necessary. They are delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE sessions.

Teaching staff receive training in the delivery of the RSE curriculum through staff meetings led by the Deputy Head Pastoral/ Head of PSHE/ PSHE Lead, with the support of external experts as required.

As a school we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

RSE is part of a broader PSHE programme of study, in which many aspects of human relationships are explored. Progression is ensured between Pre-Prep, Prep and Seniors through regular liaison and sharing of resources and plans as appropriate.

RSE is delivered predominantly by form teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups.

Guest speakers: We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationship and Sex Education policy and adhere to the policy and guidelines for visiting speakers. A teacher will be present throughout these lessons.

RSE Curriculum & Themes covered

Effective Relationships & Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

At Overstone Park School Pre-Prep (R – Year 2), the Prep School (Years 3-8) and Senior (Years 9-11) we use the Jigsaw Scheme of Work for PSHE, which is accredited by the PSHE Association.

Jigsaw is a comprehensive scheme of planning and resources, which is regularly updated on its online portal to ensure it remains relevant, engaging to children and meets all statutory requirements of PSHE. Years 12 & 13 use a separate programme of study which covers some of the over-arching Jigsaw themes to ensure consistency.

As is required by the new statutory guidance, parents are consulted on the relevant content within the policy. We believe that this process ensures that the curriculum we provide for our pupils is reflective of the requirements placed upon us and also of the needs of our school community.

Form teachers and mentors review the planning and resources for each lesson to ensure they are fully relevant and accessible to the needs of children in their classes and tailor them if necessary. Additional resources may be used if considered appropriate.

In each year group, lessons will recap and build on the content of previous years as a reminder and to allow for children to "catch up" if they were not present for the previous year's lessons.

As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

An overview of our RSE schedule as part of the PSHE programme (in addition to biology taught within science lessons can be found as part of Appendix 1.

Monitoring and Review

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness.

Given the nature of Relationship and Sex Education, formal lesson observations are not always appropriate. Staff delivering PSHE meets with the deputy head who in turn meet with their year group form teachers, reacting to current situations and adapting the curriculum accordingly. In the Senior School and Pre- Prep, the PSHE Lead meets with form teachers or those delivering the RSE material to discuss adapting the curriculum to suit current situations. The elements which are reviewed and considered are:

- The resources and methods used as well as their appropriateness and effectiveness;
- The reaction of the pupils to the lessons and materials;
- The inclusion of new/ additional topics that may need to be covered;

The policy is made available to all staff and parents on the school website. This ensures the wider staff body and parents are aware of what is being taught so that they are prepared to support the emotional needs of the children.

Safeguarding

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. Staff receive training that should any pupils make a disclosure, they must follow the School's Safeguarding Policy and report this to the Designated Safeguarding Lead or any member of the Safeguarding team as a matter of priority. Any incident involving sexual misconduct is taken extremely seriously and is investigated thoroughly, potentially involving third party organisations. This is in line with the whole school Safeguarding and Behaviour, Rewards and Sanctions policies.

We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children regarding RSE and Health Education.

Staff regularly receive safeguarding training and are alert to possible signs of abuse, neglect and harassment including child-on-child abuse, sexual abuse, domestic abuse, criminal exploitation, serious youth violence, county lines and radicalization amongst others.

In the case of a disclosure, all staff will reassure victims that they are being taken seriously and that they will be supported and kept safe.

All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

Staff are particularly aware of pupils with particular vulnerabilities including those with SEND or those who are LGBTQIA+.

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead (DSL) or a deputy (DDSL).

Parental rights

Our RSE curriculum is designed to support and complement RSE provision provided by parents and carers. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to review this policy. RSE is a vital part of the school curriculum and supports the whole development of the child. All parents are directed towards the main policies on the school website, including this RSE policy, which makes them aware of their statutory rights.

We recognise that parents have the final decision about their child's Relationship and Sex Education up to when the child is 16 years old. Some of the topics discussed may be deemed inappropriate to the background and beliefs of individual parents and their children. In such cases, we fully respect and uphold the rights of parents to withdraw their children from aspects of the course. Alternative arrangements will be made for pupils in these circumstances; usually, this will involve independent study in the library or similar location. The right to withdraw from lessons relates only to Sex Education, and not to the teaching of the biological aspects of human growth and reproduction.

If parents have any queries or wish to withdraw their child from Relationship and Sex Education, they should contact the Principal Deputy Head Pastoral/ Head of PSHE/ PSHE Lead who will then liaise with the pupil's Form Tutor.

Review and evaluation:

The educational and personal needs of our pupils develop in line with varying societal pressures and other changes. For this reason, we regularly review our RSE curriculum. This policy will be reviewed annually.

Principal	Mrs M Brown	Date:	September 2024
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Appendix 1

<u>Year group & timing</u>	<u>Topics</u>	<u>Delivered By</u>
EYFS		Form Tutors
Autumn	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Form teachers
Spring	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	
Summer	Changing me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	

<u>Year group & timing</u>	<u>Topics</u>	<u>Delivered By</u>
Year 1		Form Tutors
Autumn	Celebrating Difference Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	
Spring	Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	
Summer	Changing me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	

<u>Year group & timing</u>	<u>Topics</u>	<u>Delivered By</u>
Year 2		Form Tutors
Autumn	Celebrating Difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends Different types of family	
Spring	Relationships Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	
Summer	Changing me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	

<u>Year group & timing</u>	<u>Topics</u>	<u>Delivered By</u>
Year 3		Form Tutors
Autumn	Celebrating Difference (CD) Families & their differences Family conflict & how to manage it Witnessing bullying & how to solve it Recognising how words can be hurtful Giving and receiving compliments	
Spring	Relationships (RL) Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	
Summer	Changing me (CM) How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas	

<u>Year group & timing</u>	<u>Topics</u>	<u>Delivered By</u>
Year 4		Form Tutors
Autumn	Celebrating Difference (CD) Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special/unique everyone is First impressions	
Spring	Relationships (RL) Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	
Summer	Changing Me (CM) Being unique Having a baby Girls and puberty Confidence in change Accepting change	

<u>Year group & timing</u>	<u>Topics</u>	<u>Delivered By</u>
Year 5		Science Teachers
Autumn	Reproduction (Science) <p>Difference between sexual and asexual reproduction Understand the process of fertilisation Understand what a zygote is Understand about changes during puberty Understand the process of sexual reproduction in humans Understand how a baby develops in the womb</p>	
	Celebrating Difference (CD) <p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying</p>	Form Tutors
Spring	Relationships (RL) <p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules</p>	
Summer	Changing Me (CM) <p>Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change</p>	

<u>Year group & timing</u>	<u>Topics</u>	<u>Delivered By</u>
Year 6		Form Tutors
Autumn	Celebrating Difference (CD) Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Difference as conflict Difference as celebration Empathy	
Spring	Relationships (RL) Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	
Summer	Changing Me (CM) Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition to Senior School	

<u>Year group & timing</u>	<u>Topics</u>	<u>Delivered By</u>
Year 7		Form Tutors
Autumn	Celebrating Difference (CD) Bullying Prejudice and discrimination Equality Act Bystanders Stereotyping Challenging negative behaviour and attitudes	
Spring	Reproduction (Science) Identify the key parts of the female and male reproductive systems Understand the process of sexual reproduction Understand the stages of labour	Science Teachers
Summer	Relationships (RL) Characteristics of healthy relationships Healthy romantic relationships Consent Relationships and change Emotions within friendships Being discerning Assertiveness Sexting Changing Me (CM) Puberty changes FGM & breast flattening Responsibilities of parenthood Types of committed relationships Media and self-esteem Self-image Brain changes in puberty Sources of help and support	Form Tutors

<u>Year group & timing</u>	<u>Topics</u>	<u>Delivered By</u>
Year 8		Form Tutors
Autumn	Celebrating Difference (CD) Positive change made by others How positive behaviour affects feelings of wellbeing Social injustice Inequality Community cohesion and support Multiculturalism Race and religion Prejudice LGBT+ Bullying	
Spring	Relationships (RL) Positive relationship with self Social media and relationship with self Negative self-talk Managing a range of relationships Personal space Online etiquette Online privacy and personal safety Coercion Unhealthy balance of power in relationships Sources of support	
Summer	Changing Me (CM) Types of close intimate relationships Physical attraction Legal status of relationships Behaviours in healthy and unhealthy romantic relationships Pornography Sexuality Alcohol and risky behaviour	

<u>Year group & timing</u>	<u>Topics</u>	<u>Delivered By</u>
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Year 9		
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		Form Tutors
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Autumn		
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	Being Me	
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	Perceptions about intimate relationships	
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	Consent	
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	Sexual exploitation	
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	Peer approval	
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	Peer on peer abuse	
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	Grooming	
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	Radicalisation	
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	County lines	
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	Risky experimentation	
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	Positive and negative self-identity	
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	Groups and influences	
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	Social media	
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	Abuse and coercion	
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	Coercive control	
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	Celebrating Difference	
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	Protected characteristics	
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	Equality Act	
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	Phobic and racist language	
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	Legal consequences of bullying and hate crime	
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	Sexism	
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	Ageism	
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	Positive and negative language	
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	Banter	
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	Peer on peer abuse	
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	Bullying in the workplace	
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	Direct and indirect discrimination	
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	Harassment	
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	Victimisation	
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	Prejudice	
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	Discrimination	
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	Stereotyping	
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Spring

Dreams & Goals

Personal strengths
Health goals
SMART planning
The world of work
Links between body image and mental health
Non-financial dreams and goals
Mental health and ill health
Media manipulation
Self-harm
Self-esteem
Stigma
Anxiety disorders
Eating disorders
Depression

Healthy Me

Misperceptions about young peoples' health choices
Physical and psychological effects of drugs and alcohol
Alcohol and the law
Alcohol and drug poisoning
Addiction
Smoking
Vaping
Drug classification
Supply and possession legislation
Emergency situations
First aid
CPR
Substances and safety
Sources of advice and support

Summer

Relationships

Healthy relationships
Power and control in intimate relationships
Risk in intimate relationships
Importance of sexual consent

Assertiveness skills
Sex and the law
Pornography and stereotypes
Contraception choices
Age of consent
Family planning
Consequences of unprotected sex
STIs
Support and advice services

Changing Me

Mental health stigma
Triggers
Support strategies
Managing emotional changes
Resilience and how to improve it
Reflection on importance of sleep in relation to mental health
Reflection on changes
Benefits of relaxation

<u>Year group & timing</u>	<u>Topics</u>	<u>Delivered By</u>
Year 10		Form Tutors
		External RSE Workshops
Autumn	<p>Being Me</p> <p>Human rights Societal freedom Understanding safety in UK and beyond Ending relationships safely Stages of grief, loss and bereavement Peer on peer abuse Social media and culture Use of online data Threats to online safety Online identity Assessing and managing risk The law and social media Risk and emergency contacts Positive and negative relationships</p> <p>Celebrating Difference</p> <p>Equality including in the workplace, in society and in relationships Equality Act 2010 Vulnerable groups including disability and hidden disability Workplace expectations Rights and responsibilities Power and control in relationships Coercive control Benefits of multicultural societies Equity, equality and inequality My health</p>	
Spring	<p>Dreams & Goals</p> <p>Impact of physical health in reaching goals Relationships and reaching goals</p>	

Resilience
Work/life balance
Connections and impact on mental health
Balanced diet, vital organs, blood donation
Benefits of helping others
Online profile and impact on future goals and employability

Healthy Me

Improving health
Mental health
Sexual health
Blood-borne infections
Self-examination
Diet and long-term health
Misuse of prescription drugs
Substances and the body
Common mental health disorders
Positive impact of volunteering
Common threats to health including chronic disease, epidemics, misuse of antibiotics
Organ donation
Stem cells

Summer

Relationships

Sustaining long-term relationships
Intimacy
Healthy relationship with self
Attraction, love, lust
Relationship choices
Ending relationships safely
Consequences of relationships ending e.g. bullying, peer on peer abuse, revenge porn, grief-cycle, impact on family
Understanding love
Fake news
Pornography

Changing Me

Impact of societal change on young people
Role of media on societal change
Reflection on change so far and how to manage it successfully
Decision making
Sexual identity
Gender
Spectrum of sexuality
Stereotypes in romantic relationships
Sexual identity and risk
Physical and emotional changes
Family change
Sources of support

<u>Year group & timing</u>	<u>Topics</u>	<u>Delivered By</u>
Year 11		Form Tutors
Autumn	Being Me in My World Becoming an adult Age limits and the law relationships and the law Consent Coercive control Child on child abuse Domestic abuse Honour-based, violence Arranged and forced marriages The Equality Act 2010 The law on internet use and pornography Social media concerns Sexting keeping safe Emergency situations, key advice, first aid, scenarios & Consequences.	
Spring	Healthy Me Managing anxiety and stress Exam pressure Concentration strategies Work-life balance Sexual health Hygiene Self- examination STIs Sexual pressure Fertility issues Contraception Consent Pregnancy facts and myths Pregnancy choices including adoption, abortion, bringing up a baby, financial implications Identifying a range of risks including rape & strategies for staying safe	

Expectations in relationships

Summer

Relationships

Stages of intimate relationships

Positive and negative connotations of sex

Spectrum of gender and sexuality

LGBT+ rights and protection under the Equality Act

“Coming out” challenges

LGBT+ media stereotypes

Peer on peer abuse

Power, control and sexual experimentation

Forced marriage

Honour-based violence

FGM and other abuses

Hate crime

Sources of support

<u>Year group & timing</u>	<u>Topics</u>	<u>Delivered By</u>
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Year 12		Form Tutors
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Autumn	Health & Wellbeing
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Consent
Sexual Harassment

Spring	Relationships
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Types of Relationships
Managing healthy & unhealthy relationship behaviours
Meeting people online & online dating
The realities of STIs, contraception & where to access help

<u>Year group & timing</u>	<u>Topics</u>	<u>Delivered By</u>
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Year 13		Form Tutors
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Autumn	Health & Wellbeing
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Pressure points in future

Spring	Relationships
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Looking at gender norms and expectations at university & in the workplace
Staying safe in New Contexts: Living Independently
Staying Safe in New Contexts: Sexual Harassment & Consent at University