



1888

S. Anselm's

RELATIONSHIP EDUCATION AND RELATIONSHIP AND SEX EDUCATION POLICY

Monitoring:

Head

Named Persons Responsible:

Mrs K Hardy

Last reviewed

Michaelmas term 2015, 2016, Summer
2017, 2019, Michaelmas 2020, 2022,
Michaelmas 2024, Lent 2025 (Due to new
schemes)

Policy Review: Michaelmas 2026

This policy is to be used in conjunction with and refers to the following policies:-

Safeguarding & Child Protection Policy

Online Safety Policy

Behaviour Policy

Relationship Education and Relationship and Sex Education (RSE) is lifelong learning about physical, moral and emotional development, and the understanding of the importance of loving and caring relationships. Relationship Education and RSE teaches young people about how to be safe and healthy and how to manage their personal and social lives in a positive way and will enable them to make healthy informed decisions. The principles of positive relationships also apply online especially as, by the end of Year 6, most pupils will already be using the internet both for their exploration of the world they live in and for engaging with their friends and peers. Relationship Education and RSE involves a combination of sharing information and exploring issues and values

Relationship Education –Years 1 - 6

The focus is on teaching the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships, online relationships and relationships with other children and adults. These areas of learning are taught within the context of family life taking care there is no stigmatisation of children based on their own particular circumstances along with reflecting sensitively that some children may have a different structure of support around them.

Relationship and Sex Education -Years 7 & 8

The focus builds on the learning from Relationship Education and, as pupils grow and develop, at an appropriate time, teaching is extended to include intimate relationships with a focus on consent. This will include learning about human sexuality, safer sex and sexual health and will include the facts and the law about sex, sexuality, sexual health and gender identity. Grooming, sexual exploitation and domestic abuse will also be covered at an age-appropriate time.

The Relationship Education and RSE curriculum is included in the Personal, Social and Health Education (PSHE) and Citizenship scheme of work.

Aims

The aims of Relationship Education and RSE is to

- help and support our pupils through their physical, emotional and moral development so that they learn to respect themselves and others and move with confidence from childhood through adolescence and beyond.
- help and support our pupils to learn about and develop healthy, nurturing relationships as friends, parents, sexual partners and members of a family and become confident, positive, tolerant members of society
- help and support our pupils to learn what is acceptable and unacceptable behaviours in a relationship
- enable our pupils to recognise the positive effects a good relationship has on their mental wellbeing
- help our pupils to develop feelings of self – respect, confidence and empathy

Research has demonstrated that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Statutory requirements

From September 2020, Relationship Education has been compulsory in Years 1 – 6 and Relationship and Sex Education (RSE) has been compulsory in Years 7 & 8.

Objectives

Relationship Education and RSE enables our pupils to learn about themselves and others by the provision of age-appropriate information.

This involves

- Giving information and knowledge
- Clarifying / reinforcing existing knowledge
- Raising pupils' self – esteem and confidence especially in their relationships with others
- Forming positive attitudes and values
- Providing the confidence to be participating members of society and to value themselves and others
- Developing skills to help gain access to information and support
- Developing skills for a healthy and safe lifestyle
- Promoting the necessary skills for effective communication and assertiveness skills
- Learning how to respect and care for their bodies

- Preparation for puberty and adulthood

These objectives can be achieved as a developmental process starting in the Early Years progressing through childhood and adolescence.

Provision

At S. Anselm's we believe that Relationship Education and RSE should be integrated into our teaching at appropriate stages depending on the maturity of the pupils involved.

The delivery of weekly PSHE reinforces our objectives and we use the 'Jigsaw Scheme' for Years 1- 6. A new scheme 'Chameleon' was purchased and implemented in the Lent Term (2025) for Years 7 and 8.

Relationship Education and RSE is delivered through PSHE lessons, science, Religious Studies, literacy activities, drama, form time and themed assemblies by teachers and in small group sessions with the school nurse.

Relationship Education is delivered in mixed gender groups. RSE is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate.

Parents have the right to withdraw their child from RSE lessons taught as part of the PSHE syllabus and the small group sessions run by the school nurse after discussion with (at least) the form tutor. Parents are informed via letter before any RSE lessons are taught and all resources are available for them to see. Further to this, parents are able to ask any questions they may have at parent-teacher meetings with the PSHE teacher.

The science element of sex and relationship education is compulsory for all pupils and broadly follows the National Curriculum at each key stage.

RSE Scheme of Work Outline

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	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	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
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	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	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	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 SMARRT internet safety rules	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 Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	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	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Year 7

Term	Strand	Areas to Cover	
Michaelmas 1	Emotional and Mental Health	<ol style="list-style-type: none"> 1. Being unique, self-esteem and health. 2. Body Image 3. Boosting your mood 4. Feeling low 5. Feelings and behaviour 6. Learning from mistakes 7. Managing disappointment 8. Talking about feelings 	
Michaelmas 2	Future choices and Money	<ol style="list-style-type: none"> 1. Managing money at Secondary school 2. Starting Year 7 	Anti-Bullying Week Careers Week Classroom Diversity
Lent 1	Skills, Values and Responsibilities	<ol style="list-style-type: none"> 1. All kinds of people 2. A welcoming and inclusive school 3. Challenging Stereotypes 4. Confidence building for group work 5. Impact of prejudice and discrimination 6. Managing conflict in teams. 	
Lent 2	Health and fitness	<ol style="list-style-type: none"> 1. Emotional and Social Changes at Puberty 2. Fit and active 3. Food choices 4. Personal hygiene and oral health 5. Physical changes at puberty 	
Summer 1	Keeping Safe online and offline	<ol style="list-style-type: none"> 1. Attitudes towards alcohol 2. Food safety and choices 3. FGM (Female Genital Mutilation) 4. Grooming 5. My online personality 6. Online privacy 7. Social Media as a positive influence 8. Tobacco, vaping and cannabis 	
Summer 2	Relationships and Sex Education	<ol style="list-style-type: none"> 1. Bereavement 2. Families 3. Friendships 4. Managing changes in Friendships 5. Peer influences 	

Year 8

Term	Strand	Areas to Cover
Michaelmas 1	Emotional and Mental Health	<ol style="list-style-type: none"> 1. Anxiety and depression 2. Connecting with others 3. Mental Health Stigma 4. Positive self-talk 5. Unhealthy comparisons
Michaelmas 2	Future choices and Money	<ol style="list-style-type: none"> 1. Gambling 2. What skills are employers looking for?
Lent 1	Health and fitness/ Keeping Safe Online	<ol style="list-style-type: none"> 1. Mental benefits of physical activity 2. Science and Health 3. Taking responsibility for my health 4. Alcohol and misuse 5. Substances and the Media 6. Media Influence
Lent 2	Keeping Safe Online/ Relationships and Sex Education	<ol style="list-style-type: none"> 1. Online Bullying 2. What does the internet know about me? 3. Family disputes 4. Healthy ways to manage relationships 5. Positive and respectful online/romantic relationships
Summer 1	Relationships and Sex Education	Leaver's Programme <ol style="list-style-type: none"> 1. Consent 2. Grooming 3. Financial exploitation and sextortion (Keeping safe online module) 4. Sharing of Images 5. Contraception
Summer 2	Skills, Values and Responsibilities	<ol style="list-style-type: none"> 1. Accepting Responsibility 2. Active listening 3. Environmental impact of fast culture 4. Extremism 5. Managing criticism 6. Managing misunderstandings 7. My rights and responsibilities as a consumer 8. What can I do to promote inclusion in my community?

Safeguarding

Effective Relationship Education and RSE which brings an understanding of what is and is not acceptable in a relationship may lead to disclosure of a safeguarding issue.

A member of staff cannot promise confidentiality if concerns arise.

Should any matters of concern arise the member of staff should contact the Designated Safeguarding Lead as per the School's Safeguarding and Child Protection policy.

A Safe Learning Environment

In order for PSHE or RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained; pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons; however, it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

Children with Special Educational needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Behaviour

As children mature, they will naturally display more sexual behaviour. This could be forming new relationships, displaying more sexualised behaviour, dealing with issues raised with puberty (including self-image) or having more interest in their own sexuality. Pupils may discuss anything they wish with either the school nurse or a teacher they feel confident with. This is particularly relevant as the pupils move through the school into the senior years.

Intimate or sexual contact between pupils within school is entirely inappropriate. This could range from anywhere between holding hands to sexual intercourse. Any pupils behaving this way will be dealt with following the behaviour policy and parents will be informed. Any couples who do form significant relationships will be encouraged to not display this whilst at school or in the school's care. Teachers should be vigilant during residential overnight trips and every care should be taken to separate males from females.

References

Keeping children safe in education. Department for Education, 2020

Leicestershire Healthy Schools Programme

Living and Growing. Channel Four Learning Limited, 1999

Relationships Education, Relationships and Sex Education and Health Education Department for Education, July 2019

Relationship and Sex Education policy., Holt House School 2020

Relationships education, relationships and sex education (RSE) and health education: FAQs. Department for Education, September 2020