Moorland School

RELATIONSHIPS & SEX EDUCATION POLICY

This policy applies to the Senior School, Junior School and EYFS

Introduction and Aims

Children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Our aim is to ensure that in this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. At Moorland School we are always seeking to ensure that our students are well prepared and ready for a 21st century world.

The topics covered within the RSE curriculum are wide-ranging and at times there may be understandable and legitimate areas of contention. This policy is designed to outline the purpose and content of RSE, whilst ensuring that all of the compulsory subject content is age and developmentally appropriate. We aim to teach RSE sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law and the legal implications of their actions.

At Moorland School we want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. In the Senior School, teaching will build on the knowledge acquired in the younger years and develop further pupils' understanding with an increased focus on risk areas such as intimate relationships and sex.

Our belief at Moorland School is that mental wellbeing is central to pupils' success and will enable her to build positive relationships. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The RSE curriculum will give them the knowledge and capability to take care of themselves and receive support if problems arise. RSE is taught in a wider context of helping to foster wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is the ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. We promote positive personal attributes including kindness, integrity, generosity, and honesty. This is all part of our RECIPE for success in the Infant and Junior School.

Under the provisions of the Equality Act, Moorland School will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation and the delivery of RSE will reflect this. At Moorland School our Accessibility Policy sets out how we make reasonable adjustments to alleviate disadvantage and when planning and delivering the RSE curriculum, we take account of the SEND Code of Practice.

RSE Policy and Curriculum Development and Review

The RSE policy and curriculum has been produced in line with statutory guidance from the Department for Education, with input from our expert staff. We are clear that parents and carers are the prime educators for children on many of these matters. At Moorland we aim to work in collaboration with parents and carers, building on what pupils learn at home. This policy and the RSE curriculum reflect our School's context and diverse nature as well as recognising that the role of educating every pupil is a partnership between home and school. We aim to always deliver content in a sensitive, objective and balanced manner to enable students to comprehend the range of social attitudes and behaviour in modern-day society. This will empower them to consider their own attitudes and actions and make informed, reasoned and responsible decisions while they are at school, at home and in adult life.

The RSE policy and curriculum will be reviewed on an annual basis with consultation with parents where appropriate.

RSE Curriculum Overview

The RSE curriculum is part of the whole school PSHCE curriculum, which is planned and designed to be age appropriate.
See PSHCE Schemes of Work for more detail. The RSE topics fall under all of these themes and are taught within the PSHCE curriculum, but may also be covered across the curriculum in subjects such as science. Appendix 1 and Appendix 2 of this policy explain the areas of RSE which will be taught in Junior and Senior School.

Guest Speakers
We sometimes use outside speakers to complement our teaching of the RSE content. In this instance, speakers are asked to work within the framework of our RSE policy and adhere to the policy for visiting speakers. A teacher will be present throughout these lessons.

Right to Withdraw
Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE. Parents must state their request in writing to the Head. Parents will then be invited into School to discuss the request to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child e.g., the emotional and social effects of being excluded as well as the likelihood of the child hearing her peers' version of what was learned in the class rather than what was delivered by the teacher.

Unless there are exceptional circumstances, School will respect the parents' request to withdraw their child. Requests from parents must be made annually for consideration.

However, three terms before the child turns 16 years old they are legally able to make her own decision as to whether they receive sex education. The School will make arrangements to provide the child with sex education during one of those terms and a parental request of withdrawal will not be granted.

There is no right to withdraw from relationship education.

Training
This is delivered through staff inset, sharing of good practice and distribution of literature and resources. This is support by the use of Brooks Online CPD for RSE.

Reviewed by Deborah Frost, September 2021
Next Review Date: September 2022

APPENDIX 1

By the end of their time in Moorland Juniors, pupils should know:

Families and people who care for me	• 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[13] 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.
Caring friendships	• 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.

Respectful relationships	• 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 havedifferent preferences or beliefs. • practical steps they can take in a range of different contexts toimprove 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 treatedwith 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), theimpact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negativeor destructive. • the importance of permission-seeking and giving in relationshipswith friends, peers and adults.
Online relationships	• 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	Pupils should know • 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.

APPENDIX 2

By the end of their time in Moorland Seniors, pupils should know:

Families	• that there are different types of committed, stable relationships.
	• how these relationships might contribute to human happiness andtheir 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 whoare cohabiting or who have married, for example, in an unregistered religious ceremony.
	• why marriage is an important relationship choice for many couplesand why it must be freely entered into.
	• the characteristics and legal status of other types of long-term relationships.
	• the roles and responsibilities of parents with respect to raising ofchildren, 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 reportingconcerns about others, if needed.
Respectful relationships, including friendships	• 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 toimprove 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 treatedwith 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 bullyingand 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 whythese are always unacceptable.
	• the legal rights and responsibilities regarding equality (particularlywith reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media	• their rights, responsibilities and opportunities online, including thatthe same expectations of behaviour apply in all contexts, includingonline. • about online risks, including that any material someone providesto another has the potential to be shared online and the difficultyof removing potentially compromising material placed online. • not to provide material to others that they would not want sharedfurther and not to share personal material which is sent to them. • what to do and where to get support to report material or manageissues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage theway people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (includingthose created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared andused online.
Being safe	• 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	• 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.