

Name of Policy	Relationships and sex Policy
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Governor Lead	Chair of Governors/Whole Governing Body
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Chair of Governors sign off signature and date	<i>B. Temple</i>

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➤ Relationship And Sex Education Key Stages 1 – 4

- This policy covers The Pilgrim School's approach to RSE. It was produced by The Head of Applied Learning in consultation with governors SLT, teaching and support staff, learners, parents, and carers. We strive to ensure the policy meets the needs of pupils, their parents and carers and reflect the community in which they live. The policy will be kept under a two- yearly review.

➤ Recognition, Purpose, and Importance

- 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. We define RSE as learning about the emotional, social and physical aspects of growing up, experiencing different types of relationships, sexuality, staying safe in relationships on and off- line and sexual health. Effective RSE will equip young people to manage positive and exciting opportunities, make informed sound decisions about their health, wellbeing and relationships while building self- efficacy to face challenges, risks, or complex situations. As everyone faces difficult situations in their lives RSE can support young people to develop resilience, to know how and when to ask for information and advice and to know where to access support from.
- We believe RSE is important for our learners and our school because it gives young people the information, they need to help them develop a range of healthy, nurturing relationships including intimate relationships. It identifies what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It enables young people to know what a healthy relationship looks like and emphasises the importance of consent and the promotion of behaviour desirable for developing positive intimate relationships by resisting pressure to have sex. It teaches ideas of acceptable and unacceptable behaviour in relationships and identifies when relationships are not right, exploitive or abusive. It aims to foster an understanding of how such situations can be managed and where to obtain help and support from. We believe young people should understand the positive effects that good relationships have on their mental wellbeing, We aim to give up to date and factual information about safer sex and the use of contraception to prevent unwanted pregnancy and sexually transmitted infections and promote a range of strategies to stay safe in relationships on and offline.
- Effective RSE does not encourage early sexual experimentation but supports young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health remains centrally important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.
- This policy covers Key Stages 1-4. The Pilgrim school caters for age range 4-16. The numbers of pupils who access the school at primary age are historically low. Therefore, for primary aged pupils who are dual registered the Pilgrim school will implement the RSE policy of the mainstream school. For pupils of primary age who are singly registered at Pilgrim school this RSE policy will apply.

➤ Status Of RSE

- From September 2020 Relationships and Sex Education and Health Education (England) Regulations 2019 is compulsory in secondary schools, including alternative provision. This Act amends existing provisions in The 1996 Education Act and the 2002 Education Act and requires schools to follow The Secretary of State's new statutory guidance which contains information on what schools should do. It also sets out the legal duties which schools must comply with when teaching RSE. This new guidance also states a school must have a published statement of their policy and provision of RSE in addition to setting out the circumstances in which a pupil may be excused from RSE. Where schools depart from the guidance, they will need to have good reasons for doing so.
- Schools must reflect the law and follow requirements set out by the 2010 Equality Act in respect to relationships so young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.
- Pastoral staff, teachers and support staff at The Pilgrim School strive to have a good understanding of pupil's backgrounds and to build strong positive relationships with parents and carers. This includes being sensitive to faith backgrounds and creating a constructive context for teaching topics that may be considered contentious. Although the core content of the guidance must be taught, we will ensure it is appropriately handled and the 2010 Equality Act is complied with under which religion or belief are amongst the protected characteristics.

➤ Guidance Updates Which Inform This Policy and Practice

- This guidance replaces The Sex and Relationship Education Guidance of 2000 and should be read in conjunction with:
 - Keeping Children Safe in Education (statutory guidance).
 - Raised Department for Education Statutory Guidance 2020.
 - Equality Act 2010.
 - Respectful School Communities: Self Review and Signposting Tool.
 - Behaviour and Discipline in Schools.
 - SEND Code of Practice: 0-25 years (statutory guidance).
 - Alternative Provision (statutory guidance).
 - Mental Health and Behaviour in Schools (advice for schools).
 - Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying).
 - Sexual Violence and Sexual Harassment Between Children in Schools (advice for schools).
 - The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts).
 - Promoting Fundamental British Values as part of SMSC in schools.
 - National Citizen Service Guidance for Schools.
- Documents that inform the School's RSE Policy are:
 - Education And Inspection Act 2006.
 - Supplementary Advice to The Sex and Relationships Education for the 21st Century.
 - Statutory Sex and Relationship Education Guidance DfE 0116/2000.
 - (Mandatory) 2020 The PSHE Association PSHE Education Programme of Study.
 - www.sexeducationforum.org.uk.
 - Ofsted Raising Standards Report 2013 Not Yet Good Enough: Personal, Social, Health and Economic Education in Schools.
 - 2015 Life lessons: PSHE and SRE in Schools.

- KCSIE 2021 and 2022 guidance.

➤ Aims And Entitlement

- At The Pilgrim School RSE is taught as part of time tabled PSHE lessons. We aim to build on knowledge and understanding of relationship, sex and health education from previous key stages, including the key building blocks from Primary Education of health, healthy, respectful relationships, family and friendships in all contexts including online. When building on previous knowledge and understanding we introduce with increased focus on risk areas such as drugs and alcohol and intimate relationships and sex in key stage 3 and 4. See Appendix for content in these two stages.
- We aim to ensure that all compulsory subject content must be age and developmentally appropriate and taught in sensitive and inclusive way with respect to the backgrounds and beliefs of pupils and parents while providing pupils with the knowledge they need as set out in guidance and by law. We believe effective teaching in RSE will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils in a carefully sequenced way, within a planned programme of topics for lessons. These can be viewed in the line of sight for key stage 3 PSHE rolling 3-year programme and the line of sight for Year 10 and the line of sight for Year 11.

➤ At The Pilgrim School we believe:

- Our programme of RSE is comprehensive and inclusive in promoting positive mental and physical health and well - being while taking into account the diverse needs of our school community and the **diversity of LBGQTQ+ relationships** in society.
- The concepts, ideals, discipline and vocabulary of '**Hope**' should be incorporated into schemes to permeate teaching and learning throughout the programme.
- RSE plays an essential role in supporting The School's Safeguarding Policy, processes and procedures and acting on KCSIE 2021 and 2022 Safeguarding Recommendations for incorporating safeguarding issues into The RSE programme.
- We promote **the school values of persistence; resilience; atmosphere; inclusion; support; excellence and un-conditional positive regard.**
- The partnership between parents, carers and school is essential for the holistic care and wellbeing of students.

➤ The Pilgrim School Programme for RSE is:

- **Drawn from The PSHE Association (Key Stage 1-5) Programme of Study** and adheres to the two themes of Health and Well-being (Theme 1) and Relationships (Theme 2).
- Mindful of The Education Act 2002 and Academies Act 2010 that all schools must provide a balanced and broadly- based curriculum which:
 - Promoting the spiritual moral, cultural, mental and physical development of pupils at the school and in society.
 - Preparing pupils at the school for the opportunities, responsibilities and experiences of later life.
- Inclusive and meets the needs of all our learners, including those with special educational needs and disabilities by using The PSHE Programme for SEND, having a range of adapted and modified

- resources to meet individual needs, small group and individual teaching with customised and personalised teaching and learning styles.
- Providing a programme that reflects the needs of our school community which includes gender equality and LGBT+ needs. This includes reference to a diversity of relationships, opinions and experiences and consideration of general and specific needs that impact on sexual health, mental and physical wellbeing.
- Providing a sensitive, restorative and inclusive programme that meets the needs of pupils with autism, mental health issues and those suffering sexual trauma and abuse.

➤ RSE Lessons:

- Are taught within time-tabled PSHE lesson – pupils have either 1 or 2 lessons a week, depending on the size of the timetable they are following.
- Are delivered in a non-judgemental, factual way.
- Allow scope for young people to ask questions in a safe environment.
- Use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion scenarios and fictional case studies, question envelopes to allow pupils to raise issues anonymously.
- Are Inclusive of difference, gender identity sexual orientation disability, ethnicity, culture, age, faith or belief.

➤ Learners are:

- Aware of rules for discussion of sensitive subjects in RSE and PSHE and have a copy of the rules in their books.
- Regularly reminded of the need for distancing, not naming names or revealing personal and confidential information in a lesson.
- Made aware of how they can discuss concerns or seek personal advice and additional support outside the lesson.
- Encouraged to participate in lessons and discussions but are equally made aware they can opt out or seek further/additional support if they find the topics or issues difficult.

➤ Pastoral Support

- Support officers play an essential role in helping learners to keep safe from harm, in and outside school, on and offline, promoting enjoyable relationships and building confidence in accessing services for further information support and advice.

➤ Roles And Responsibilities

- **The Head Teacher and Governing Body** responsible for curriculum standards have responsibility for ensuring statutory RSE education is taught appropriately.
- **The Deputy Head Teacher** has overall responsibility for curriculum in the school.
- **The Pastoral Head** has overall responsibility for safeguarding issues and liaising with **Pastoral staff** to provide personal support and guidance in pastoral care, personal development, sexual health and relationship guidance. This may also include contacting partner agencies for further support.
- **The Head of Applied Learning** has responsibility for planning, managing, monitoring, recording and evaluating RSE, education delivered through PSHE lessons.
- **The Head of Applied Learning and 1-1 Education Support Managers** have responsibility for co-ordinating RSE education taught in the home.

- **The School Community Liaison Officer** has responsibility for arranging visits by representatives from organisations and partnership agencies to provide expertise and develop learning in the Pilgrim RSE programme.
- **The Head of IT** has responsibility for leading E- safety within the school.
- **Teaching Staff** have responsibility for delivering aspects of RSE not taught by outside agencies through the PSHE lesson and supporting learners in workshops lead by visiting experts.
- **Learning Mentors and Pastoral staff** have responsibility for supporting learners in accessing PSHE lessons, tutorials, workshops and talks by visitors in addition to delivering 'The WOW (Well-being on Wednesdays programme.

➤ **Implementation**

- RSE is taught within time tabled PSHE lessons by four members of staff who work as a team across the three bases. The team meet regularly to discuss programme changes, training, monitoring, and assessment.
- The RSE scheme for key-stage 3 and 4 has been incorporated into a PSHE scheme written in 2020 based on latest guidance. This will be regularly updated with resources.
- Objectives from RSE core theme strands of Health and Wellbeing and Relationships have been clearly identified throughout the schemes of work. These are grouped under themed topics.
- As learners in key stage 3 are taught in mixed aged classes the PSHE/RSE scheme has been based on a 3-year cycle and taught for 4 of the 6 terms each year along with health and well-being. Economic education and careers are taught under the PSHE strand living in a wider world for two terms each year.
- In Key stage 4 there is a separate PSHE/RSE scheme of work for Y10 and Y11.

➤ **Communication With Parents and Carers**

- The Pilgrim School recognises that parents and carers are key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and carers to ensure their children get the best possible information and support to make positive choices about health, wellbeing, relationships and safety.
- Parents and carers are sent regular parent mail information about topics such as online safety, mental health and support organisations.
- Parents and carers are given information about our PSHE programme and the RSE topics within it during the initial pastoral and referral visit to the home. They are also given the information they can contact the Pastoral Head, Head of Applied Learning or Head Teacher if they have any concerns with the area of the curriculum. Arrangements for this can be made through pastoral links.
- Pastoral staff have strong supportive relationships and regular contact with parents and carers where they can discuss concerns and safe-guarding or sensitive issues related to RSE. Pastoral staff are also instrumental in identifying and communicating to teachers delivering RSE whether pupils are likely to find particular topics sensitive and where additional support can be offered.
- Parentmail will be sent out each October to reassure and remind parents and carers what will be taught and when in RSE and clearly communicate the fact they have the right to request their child can be withdrawn from some or all of sex education in the RSE/ PSHE programme but not the relationship or health education part of the programme
- Parents and carers are welcome to ask for a copy of the RSE policy, calendar of topics and resources. These will also be presented on The School website.

➤ **Withdrawal From Sex Education**

- Parents and carers are clearly informed in above discussions in parentmails and in this policy they have the right to request their child should be withdrawn from RSE content that is not part of statutory content of science, health education or relationships education. It is hoped, however, that by having strong and positive relationships and effective communication practice between school and home parents and carers will feel confident in understanding and asking questions about the school's approach to RSE discussing concerns and managing conversations with their children on issues and how they impact on a young person's safety, health and wellbeing.
- Parents do not have the right to withdraw their child from relationships education. A range of relationships are taught and discussed including online relationships, intimate relationships (at KS3 and KS4), family relationships and friendships. A wide range of examples are given, including examples from groups with protected characteristics under the Equality Act (2010), e.g. LGBTQ+ relationships.
- If parents and carers wish to proceed with withdrawing their child they are asked to discuss this verbally or in email/writing with the head teacher to clarify the nature and importance of the curriculum and any detrimental effects that withdrawal might have on the child such as social and emotional effects of being excluded, the likelihood of the child hearing unreliable or misunderstanding information they see and hear on these issues.
- It is respectably recognised; however, detrimental effects may be mitigated if parents propose to deliver sex education to their child at home instead.
- Once discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than being withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.
- The above process is the same for pupils with SEND, however, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.
- If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during this time.

➤ **Tutorials**

- We have built online safety tutorials into our daily tutorial programme throughout the year. These include a focus on online safety, cyberbullying, internet use, LGBTQ,

➤ **Working With External Agencies**

- Our RSE programme is enhanced and supported by extended tutorials run by professional organisations bringing in specialist knowledge and different ways of engaging with young people. These include CEOPS, Prevent, online safety, consent, sexual exploitation, domestic abuse and sexual health.
- The agencies are recommended by local authority safeguarding board and approved for delivering age and ability appropriate materials.
- Visitors are given general information about the nature and sensitivity of our pupils to topics and the difficulties some may have in engaging with issues when booked and met on the day of the visit.

- Pupils are always supported in the tutorials by pastoral and familiar teaching and support staff so that any potential safeguarding or child protection disclosures can be handled and followed in accordance with the school's policies for safeguarding and confidentiality.
- Pupils, with SEND are supported in tutorials by familiar staff to access information. This may be followed up at a later time to ensure there is a clear understanding of issues.
- Pastoral support staff are instrumental in supporting vulnerable pupils who may have experienced or are sensitive to issues being discussed.

➤ Equal Opportunities

- Schools are required to comply with requirements of the Equality Act 2010 and not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.
- We endeavour to make reasonable adjustments to alleviate disadvantage and enable all pupils, including those with special educational needs, including pupils with ASD or on The Autism spectrum to access appropriate teaching and learning in RSE.
- All pupils should feel that the content of their RSE lessons is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner while recognising that some pupils may be discovering or understanding their sexual orientation or gender identity.
- Provision within the Equality Act enables The Pilgrim School to take positive action to deal with disadvantages affecting one group because of a protected characteristic, for example to support girls if there was evidence they were being disproportionately subjected to sexual violence or harassment.
- All staff take care to role model positive behaviours and to build a culture where issues such as everyday sexism, misogyny, homophobia and gender stereotypes are not tolerated. We understand the importance of making clear that sexual violence and sexual harassment are not acceptable and will not be tolerated.
- Staff are conscious that statistically it is more likely females will be the victims of sexual violence and harassment and that it is more likely to be perpetrated by males, however, we are very much aware that males can also be the victims of sexual violence and it can also happen in same-sex relationships. It is important, therefore, to make explicitly clear that such behaviour is not an inevitable part of being male and most young men are respectful of women and each other. An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure pupils treat each other well and go on to be respectful and kind adults.

➤ Pupils With Special Educational Needs and Disabilities

- We are very mindful that some of our pupils are on the autism spectrum and are entitled to access high quality and age/ability appropriate RSE. We aim to ensure they receive high quality teaching and learning that is tailored, differentiated, personalised and accessible while preparing pupils for adulthood.
- We are aware that some pupils are more vulnerable to exploitation because of social, emotional and mental health needs or learning disabilities. Staff involved with such teaching are familiar with the pupils' backgrounds, learning ways and needs and are aware of the need to build a flexible and trusted working relationship, Staff refer to and follow emotional, social and academic needs outlined on pupil passports.

- Key components for teaching RSE need to be focused on making clear and regularly repeating learning around the law in relation to relationships, sex and consent. This includes coercive and, controlling behaviour, exploitive behaviour, stalking and abuse. It is important to make clear what a healthy and unhealthy relationship looks like and identify what is acceptable and unacceptable.

➤ Lesbian, Gay, Bisexual and Transgender (LGBT) Pupils

- We are very mindful that some of our pupils are LGBTQ+ and we aim to ensure our RSE programme is as inclusive as possible and that when we talk about relationships we are referring to a diverse range of relationships so that the needs of all pupils are met and that all pupils understand the importance of equality and respect.
- We try to ensure that our materials portray a range of images and experiences, and that teaching is sensitive and age appropriate. At The Pilgrim School we follow guidance and teach LGBT topics fully integrated into RSE lessons at key stage 3 and 4

➤ Pupils Who Have Experienced Trauma with Relationships and Sex

- We know some of our pupils have experienced, violence, sexual abuse and trauma or witnessed this and it has had a major impact on their mental health and outlook in life.
- We realise RSE is vitally important in identifying and building knowledge and understanding of what a healthy relationship does look like and the importance of the law in relation to consent. It is also important to repeatedly stress violence, coercive behaviour, stalking, rape or abuse is against the law, totally unacceptable and not the norm.
- We realise in RSE it is crucially important to signpost where information, advice and support can be obtained and how to access.
- We know that the above topics will need to be handled in a very sensitive way and that pupils may need to seek extra support from pastoral staff both in and outside the lesson when this is known to be the case or is disclosed in a lesson.
- By using lines of sight, schemas and organisers we hope to pre-inform pupils each term the topics they will be discussing and reminded they may seek extra support from pastoral, support or teaching staff if they have any concerns about the subject matter for the term. Pupils are able to leave the lesson and talk to pastoral staff, as in other subjects if they find the subject matter too stressful to handle at that point.
- Pupils are regularly reminded that during lessons we talk about subjects in a general and distanced way and that personal or confidential information should not be disclosed within the lesson, but pupils can ask to speak privately to an appropriate member of staff who will handle the disclosure according to safeguarding and confidentiality policies.

➤ Equality Within Lessons

- Issues are discussed with regard to an individual's age and level of understanding and maturity.
- We respond to the diversity of cultures, faiths and cultural backgrounds.
- Sensitivity is shown to pupils whose maturity, experience of family life, sex and moral framework maybe cause for concern.
- Resources used are free of racial and gender stereotyping.
- An atmosphere is created and supported where questions and discussions on sexual matters can take place without any stigma or embarrassment.
- Staff involved in delivering RSE will be familiar to learners or if outside agencies involved, learners will be supported by people who they know well.

➤ Confidentiality

- Rules for discussing sensitive issues in RSE have been agreed with pupils. Pupils are regularly reminded of these rules and a copy is displayed in each book.
- Pupils are consequently aware that if they are worried or want to talk about personal problems or issues, they can ask to speak to any member of staff privately or during 'Time to Talk' sessions. They are informed that staff will always listen and advise where to seek help from but may not be able to keep any information disclosed confidential.
- Learners should be aware that staff may need to inform other professionals in order to access help or if there is a safeguarding concern.
- All teaching and non-teaching staff are expected to follow the Pilgrim School's procedure towards confidentiality and safeguarding if they become aware of any information during discussion of sensitive subjects.
- Staff will endeavour to ensure that sensitive information is only disclosed internally or externally with careful attention to learners' rights and needs.

➤ Responding To Questions

- Teachers and support staff may find it difficult to respond to some questions, for example on STIs, sexuality, transgender issues, abortion, or rape so should be aware of a range of responses, particularly when working with a group:
 - Answer simply and honestly if information is relevant to the group.
 - Speak to the pupil alone.
 - Ask for pastoral support.
 - Contact senior management for advice and, where appropriate parents
 - Deal with questions in accordance with safeguarding procedures.
 - Refer to specialists.

➤ Additional Support Programmes

- It is recognised that some learners will need additional support surrounding relationship and sex issues.
- Staff may identify learners as needing further support in exploring and understanding issues and topics studied in lessons, tutorials and workshops or learners themselves may ask for further help, advice or support through 'Time to Talk' and WOW' sessions, through the review process or approach staff on a personal and individual basis.
- When appropriate staff may approach other professionals such as CAMHS, Positive Health, mainstream school nurses to provide further support.

➤ Content of RSE Programme

- The Pilgrim School's programme for RSE has three main elements:
 - **Promoting attitudes and values**, this includes fostering respect for self and others, the importance of family life, love, care, marriage and stability, exploring, considering and understanding of moral dilemmas and development of critical thinking as part of decision making, the understanding of responsibility for personal actions, family, friends, schools and the wider community.
 - **Promoting personal and social skills**, this includes learning to manage emotions and relationships confidently, developing self-respect and empathy for others, learning to make choices and appreciating the consequence of choices, managing conflict and change, building resilience to draw on when faced with challenging or changing circumstances, learning how

- power is used and encountered in a variety of contexts including persuasion, bullying, negotiation and win-win situations, identifying and managing risks such as exploitation and abuse and how to keep safe on and offline.
- **Promoting knowledge and understanding**, this includes learning and understanding physical and emotional development, how to maintain sexual good health, where advice and counselling can be obtained, understanding the notion of universal human rights and consent in different contexts.
- **See Appendix for what is taught in each key stage, topics and when taught and outcomes.**

➤ Assessment

- Teachers carry out informal base-line assessments before beginning topics to assess general understanding and misconceptions of the topic by the group. These are identified in the schemes of work.
- Pupils are encouraged to reflect and regularly self- assess their progress in lessons and understanding of topics.
- Assessment tasks such as quizzes, discussions, responses to scenarios may be given at the end of a topic for more formal assessment and progress checks.
- **In key stage 3** teachers assess understanding and progress against mastery statements of emerging, developing, securing and mastering. These are linked to the scheme of work and in line with other curriculum assessment at key stage 3.
- **In key stage 4** teachers assess understanding and progress against the new National Outcomes For PSHE. Learners will be assessed in the following way:
 - Meeting National Outcomes** (providing description, reasoning, opinions and examples in verbal and written responses)
 - Exceeding National Outcomes** (providing explanation, reasoning, own examples and supported opinions in verbal and written responses)
 - Far Exceeding National Outcomes** (providing insight, analysis and evaluation in verbal and written responses)
 - Working Towards National Outcomes** (identifying and listing comments, examples and opinions of others)
 - Not engaging**
 - Not Accessing**
- The above assessment grades are inputted into Go4Schools for the 6 progress checks and reported to parents and carers in the 3 progress reports each year.

➤ Monitoring, Reporting and Evaluation

- The Head of Applied Learning is responsible for the planning and standardisation of a co-ordinated RSE programme in addition to the monitoring and reporting in progress checks and deep dives.
- The Pastoral Head has overall responsibility for monitoring, reporting and evaluating 'Time to Talk' and 'WOW' programmes, 'Safeguarding' and accessing support from other agencies.

➤ Aspects Of RSE Policy That Are Monitored Include:

- Tutorial calendar
- RSE/PSHE schemes of work
- Lesson observations
- Book scrutiny
- Attendance, progress and achievement in lessons

- Support plans for any learners with identified personal, social, health and emotional concerns.
- Monitoring and reporting to partner agencies learners' progress towards targets on support plans
- Talks by visiting professionals.
- Workshops
- Deep Dives

➤ Aspects Of RSE Policy That Are Evaluated Include:

- Discussion and reviews between learners, parents/carers, staff and multi- agency partners
- Pupil Self- assessment, reflection and evaluation of learning in lessons
- Teacher assessment
- Staff evaluation of RSE programme
- Pupil Questionnaire and evaluation of RSE
- Staff Questionnaire and evaluation of RSE
- RSE teachers' evaluation of teaching and learning in the subject.
- Review Of schemes of work
- Report by Head of Applied Learning to SLT in Deep Dives and progress checks

➤ Impact Upon Performance of The School of This Policy

- Makes a significant contribution to learners' safety and the school's statutory responsibility in promoting wellbeing and safeguarding learners.
- Ensures pupils have the knowledge, understanding, guidance and support to make informative, safe, healthy and responsible choices.
- Creates a school ethos that encapsulates the vision, values and mission statement of the school in which learners are given the environment and support to thrive, grow and achieve their potential.

➤ Development And Review of Policy

- This policy has been written October 2021. The policy will continue to be reviewed every two years.
- The member of staff responsible for RSE Policy is The Head of Applied Learning.

➤ Application of Policy

- The policy is applicable to all teaching staff, pastoral and support staff, education support staff working in the home and partner agencies visiting the bases.

➤ Location and Dissemination

- Copies of this policy is available to all staff via The Policy folder on the shared drive and TEAMS PSHE folder.
- The policy can also be viewed or downloaded from the Pilgrim School website.
- The policy will be sent out to parents and carers via parent mail each October.
- Leaders overseeing education support teachers responsible for delivering RSE in the home need to ensure attention is drawn to relevant parts of the policy regarding content, assessment, distancing, answering questions and confidentiality.

➤ Appendix 1 What Should Be Taught In RSE

- It is recognised there may be a range of opinions regarding RSE, but the guiding principle is factual teaching so that pupils are clear of the law, their rights and responsibilities as citizens and in having fulfilling relationships, positive sexual experiences. Pupils should be well informed in managing

their sexual health, how to keep safe on and offline and where to seek information, advice and support from.

- Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour should be addressed sensitively and clearly.
- Pupils should learn the physical and emotional damage caused by female genital mutilation (FGM), that it is a criminal offence to perform or assist in FGM or protect a person for whom you are responsible for
- Pupils may need support to recognise in the context of law when relationships, including family relationships or unhealthy or abusive, including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage and strategies to access support for oneself or others at risk.
- Staff should be mindful that for pupils who have experienced unhealthy or unsafe relationships at home or socially the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults to report problems and find support.
- Internet safety should be addressed, and pupils taught the rules and principles for keeping safe online, including how to recognise risks harmful content and contact, how to report issues. Pupils should understand how personal data is captured, shared and exploited.
- As some pupils are exposed to harmful behaviours online, including pornography which may normalise violent sexual behaviours RSE should help pupils understand acceptable and unacceptable behaviours.
- **By the end of key stage 4:**
- **Schools should continue to develop knowledge on topics specified for primary as required (see following appendix) and in addition cover the following content by the end of key stage 4.**

<p>Families</p>	<p>Pupils should know.</p> <ul style="list-style-type: none"> • 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 • 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
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<p>Respectful relationships, including friendships</p>	<p>Pupils 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) type of relationship. • Practical steps to 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
<p>Online And Media</p>	<p>Pupils 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. • 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 • 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. • Sharing and viewing indecent images of children, including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online •

<p>Being Safe</p>	<p>Pupils 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, FGM, domestic abuse, forced marriage, honour-based violence 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)
<p>Intimate And Sexual Relationships Including Sexual Health</p>	<p>Pupils should know.</p> <ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • 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. • There are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • 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. • 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 condo use) and the importance of and facts about testing. • About the prevalence of some STIs and the impact they can have on those who contact 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.

- **The Law**
- It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law in addition to protecting young people and ensuring people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught including:
 - Marriage
 - Consent, including the age of consent.
 - Harassment, violence against women and girls
 - Online behaviours including image and information sharing, including sexting, youth produced sexual imagery nudes etc.
 - Pornography
 - Abortion
 - Sexuality
 - Gender identity
 - Substance misuse
 - Violence and exploitation by gangs
 - Extremism and radicalisation
 - Criminal exploitation, for example, through gang involvement or 'county lines' drugs operations
 - Hate crimes.
 - Female genital mutilation

➤ **Appendix 2 What Is Taught in Relationships Education at Primary Stage**

- **By the end of primary school:**

<p>Families and people who care for me</p>	<p>Pupils should know.</p> <ul style="list-style-type: none"> • 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 these differences should be respected, and 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 of same sex or opposite sex couples represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
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	<ul style="list-style-type: none"> • 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	<p>Pupils 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
Respectful Relationships	<p>Pupils 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 by reporting bullying to an adult and how to get help. • 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>Pupils 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.

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