



# SHEBBEAR COLLEGE

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## RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

### Whole School Policy

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Reviewed and Updated: August 2024 by P Nicholls  
Reviewed by SLT: August 2024  
Next Review: August 2025

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### Policy Review at Shebbear College

**The Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. The SLT and Governors undertake a regular review (at least annually) to satisfy themselves that the implementation of this policy is effective.**

**The RSE Policy is monitored by the Senior Deputy Head. Monitoring is through discussion with the Head, the Senior Deputy Head and the Head of PSHE. This policy will be reviewed and updated annually, or as events or legislation change dictates.**

**All teaching staff and relevant stakeholders will be informed of any changes in the current legislation as they affect the policy.**

## **1. Introduction**

At Shebbear College, we recognise our responsibility to promote the spiritual, moral, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

The policy has been developed in line with the Department for Education's [Relationships Education, Relationships and Sex Education statutory guidance](#) (2019).

## **2. Prep to Senior School progression**

In line with the statutory guidance, in the Prep School, we provide Relationships Education. The focus at primary stage is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. We also ensure children develop an understanding of how to take care of their physical health and mental wellbeing, including understanding puberty (Year 5-6).

In the Senior School, we provide Relationships and Sex Education which is compliant with the DfE requirements. This builds on pupils' learning in Prep School resulting in a spiral curriculum, which is appropriate to the child's stage of development.

## **3. Why should RSE be taught in school?**

RSE begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. RSE in College provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to relationships health and well-being.

Wide ranging research has shown that children want information about changes and situations they will experience before they happen to them. A structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss relationships with their parents, many parents and children prefer the College to take a lead and provide a springboard for the discussion. A partnership between home and College and open dialogue between parent and child are the ideal.

## **4. Aims of RSE**

The aim of RSE is to provide pupils with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour.

The objectives of Shebbear College's RSE curriculum are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives

- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To understand and care for their bodies
- To be prepared for puberty and adulthood
- To support pupils in understanding their own rights and those of others within the context of the law
- To provide a safe space for young people to explore RSE topics.

## **5. Moral and values framework**

The DfE guidance states that Relationships Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils.

The Government recognises – as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage. Therefore, pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of pupils based on their home circumstances.

All those who teach aspects of Relationships Education within the College, including visitors, are expected to be guided by the following values framework, which represents the values held in common by the whole College community. The teaching of RSE will encourage pupils to:

- Value themselves and others for who they are, not for what they have or what they can do
- Value healthy relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in relationships after having accepted responsibility for considering the consequences of those choices
- The personal beliefs and attitudes of teachers will not influence the teaching of relationships education in the College

## **6. The organisation of RSE across the College**

The Head of the Prep School is the designated teacher with responsibility for coordinating Relationships Education in the Prep School. The Senior Deputy Head is the designated teacher with responsibility for coordinating Relationships and Sex Education in the Senior School

In the Prep School, RSE is delivered by classroom teachers, with some sessions run by School of Sexuality Education, our College Health and Wellbeing Centre (HAWC) and, if appropriate, outside visitors. In the Senior School, RSE is delivered by School of Sexuality Education with support from HsMs and, if appropriate, outside visitors. The RSE curriculum aims to complement subjects with which there is clear overlap, such as biology and PSHE.

A range of teaching methods which involve pupils' full participation are used to teach RSE. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and pupils are encouraged to reflect on their learning. Teaching is fact-based, for example teachers will use

the anatomically correct language for body parts, though will acknowledge common terms used by some people as appropriate.

RSE is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

## 7. Learning outcomes for RSE across the College

The table below outlines the subjects that will be covered at each key stage. This aligns with the statutory [Relationships, Sex and Health Education guidance](#), which details what ‘pupils should know’ by the end of primary and secondary phase.

	<b>Learning outcomes</b>
Key Stage 1	<p><b>By the end of Key Stage 1</b>, pupils will learn about:</p> <ul style="list-style-type: none"> <li>● The life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce (taught in Science).</li> <li>● The importance of personal hygiene to maintain good health and the ways of keeping clean</li> <li>● Different family groups, and some of the ways family and friends can care for one another</li> <li>● That their behaviour can affect other people</li> <li>● Some of the rituals and traditions associated with birth, marriage and death and talk about the emotions involved</li> <li>● Personal safety</li> <li>● The names for the main parts of the human body</li> <li>● Beginning to cooperate with others in work and play and beginning to recognise the range of human emotions and ways to deal with them.</li> </ul>
Key Stage 2	<p><b>By the end of Key Stage 2</b>, pupils will learn about:</p> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>● that families are important for children growing up because they can give love, security and stability</li> <li>● the characteristics of healthy family life</li> <li>● 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</li> <li>● how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</li> </ul> <p><b>Caring friendships and respectful relationships (including online)</b></p> <ul style="list-style-type: none"> <li>● the importance of friendships and the characteristics of positive friendships</li> </ul>

	<ul style="list-style-type: none"> <li>● that most friendships have ups and downs and practical steps they can take to improve relationships</li> <li>● the importance of mutual respect in all types of relationships</li> <li>● 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</li> <li>● about different types of bullying (including cyberbullying) and how to seek help</li> <li>● what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● the importance of permission seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● 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</li> <li>● that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● 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, and where to get advice, for example family, College or other sources.</li> </ul> <p><b>Physical health and mental wellbeing:</b></p> <ul style="list-style-type: none"> <li>● some of the bodily and emotional changes that occur at puberty, including personal hygiene, and how to deal with those in a positive way</li> <li>● life cycles and learn about the basic biology of human reproduction including birth of a baby in Years 5 and 6.</li> </ul>
Key Stage 3	<p><b>By the end of Key Stage 3, pupils will learn about:</b></p> <p><b>Families and respectful relationships</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● the characteristics of positive and healthy friendships (in all contexts, including online). This includes different (non-sexual) types of relationships.</li> <li>● practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● the impact of bullying, including cyberbullying, reporting bullying and the role of bystanders.</li> <li>● how stereotypes can be damaging and encourage prejudice.</li> </ul>

	<p><b>Online and media</b></p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• online risks, including what to do and where to get support to report material or manage issues online and the impact of viewing harmful content</li> <li>• how information and data is generated, collected, shared and used online</li> <li>• the similarities and differences between the online world and the physical world, including: the impact on body image, social media cultures and targeted advertising.</li> </ul> <p><b>Physical health and mental well-being</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health.</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>
Key Stage 4	<p><b>By the end of Key Stage 4, pupils will learn about:</b></p> <p><b>Intimate sexual relationships, including sexual health</b></p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships</li> <li>• 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</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• 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</li> <li>• the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul> <p><b>Being safe and respectful relationships</b></p> <ul style="list-style-type: none"> <li>• the concepts of and laws relating to sexual violence and gender-based violence.</li> <li>• what constitutes sexual harassment and sexual violence, including in online contexts, and why these are always unacceptable.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul> <p><b>Online and media</b></p> <ul style="list-style-type: none"> <li>• the impact of viewing harmful content; the key difference between depictions of sex and relationships on screen (including in pornography) and reality</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence, which carries severe penalties including jail.</li> </ul>

Key Stage 5	<p><b>By the end of Key Stage 5, pupils will learn about:</b></p> <p><b>Positive relationships, equality and rights</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● the facts about discriminatory behaviour, hate crime, and how we can build more inclusive spaces through allyship and bystander interventions</li> <li>● that in College 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.</li> </ul> <p><b>Reproductive and sexual health</b></p> <ul style="list-style-type: none"> <li>● The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>● 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).</li> <li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

## 8. Use of visitors

Visitors to College, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to Shebbear College's RSE. They will be given a copy of this policy and will be expected to work within the values framework described within. The Senior Deputy Head or Head of the Prep School will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the College's RSE programme. A teacher will always be present during the lesson and the content will be known before the session begins.

## 9. Dealing with questions

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate, personal questions are not answered. If a teacher is asked a question that is too explicit, is age-inappropriate for the pupil or whole class, or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse College protection procedures should be followed. As the range of understanding may be considerable, a three-level response to questions is advised:

1. Answer in class for all pupils to hear
2. Answer one-to-one away from other pupils
3. Refer back to parents/carers, with the pupil's consent, to establish their willingness to have their child's question answered.

## **10. Equal Opportunities**

The pupils at Shebbear College represent different cultures and nationalities; it is our aim to provide a Relationships Education programme which is accessible to all our pupils, regardless of race, gender, ability, culture or religion. Materials and resources for lessons should be chosen carefully which avoid reproducing stereotypes.

Teaching and resources will be differentiated as appropriate to address the needs of pupils with Special Educational Needs in order for them to have full access to the content of RSE. Differentiation for pupils with Special Educational Needs and Disabilities should be planned for in terms of:

- Learning objectives
- Activities
- Teaching methods
- Resources

Activities should be broken down into small steps, giving pupils achievable goals and enabling teachers to monitor progress. Teaching assistants should support in ways appropriate to the needs of the individual. They should also be aware of the objectives of the lesson and activity.

## **11. Confidentiality and Child Protection**

In compliance with the College's Safeguarding Policy, staff can reassure pupils that their interests will be maintained, encourage and allow pupils to talk but are not able to ask leading questions in order to gain more information. Teachers must not guarantee complete confidentiality and must inform the pupil if information is to be passed onto another member of staff. Pupils should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with the Designated Safeguarding Lead or, in their absence, the Deputy Safeguarding Lead. Any suspicion of sexual abuse, either now or in the past, must be referred to the Designated Safeguarding Lead immediately.

## **12. Withdrawal of students from RSE and complaints procedure**

Under the 1993 Education Act, parents have the right to withdraw their children from all or part of the College's RSE programme except those in the statutory National Curriculum (biological aspects of human growth and reproduction). The College will inform parents/carers when aspects of the (Sex and) Relationships Education programme are taught via a letter and will provide opportunities for parents/carers to view any videos and resources being used. If parents want to withdraw their child/children from our (Sex and) Relationships Education programme then this must be discussed with the class teacher and if appropriate, the Head of the Prep School or Senior Deputy Head.

Once a pupil has been withdrawn, they cannot take part in later sex education without parental permission up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the College will endeavour to arrange to provide the child with sex education during one of those terms.

Any complaints about the content or delivery of RSE should be addressed to the Senior Deputy Head.

## **13. Links with other policies**

- PSHE
- Safeguarding & Child protection
- Behaviour & Discipline
- Online safety
- Anti-Bullying