



Watermill School

Relationships Education and Relationships and Sex Education (RSE) Policy

(Part of the Personal, Social, Health and Economic Education, PSHE, Policy.)

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Relationships Education and Relationships and Sex Education (RSE) Policy

(Part of the Personal, Social, Health and Economic Education, PSHE, Policy.)

Definition

1. Relationships and Sex Education (RSE) can reasonably be split into its two parts, both for the purpose of defining them here and for how we teach them. The relationships part starts at home and continues in school as soon as pupils begin to attend. It is about developing a strong sense of self-worth, and developing the skills they will need throughout their lives to work, play and live alongside others. It is about teaching pupils the difference between healthy and unhealthy relationships and about what to do if they find themselves in an unhealthy one.
2. Whilst the Relationships programme is central to this learning its lessons are reflected throughout the school day in the modelling of positive relationships with and between adults and pupils, and in the way we teach our pupils to treat each other. Pupils will continue to develop these social skills throughout their time with us at Watermill and on into adulthood.
3. The Sex Education aspect of RSE takes the lessons learned in previous work on relationships and begins to apply it to the more intimate relationships that will become important to our young people as they grow up. It provides pupils with unbiased, accurate and up to date information delivered by teachers and visiting adults where appropriate.
4. Sex Education takes the information that pupils have received as part of their Science curriculum about reproduction and what they have already learned regarding healthy relationships, and builds onto this with information about sexual health, healthy lifestyles, sexuality, and a range of other assorted themes and topics.
5. RSE involves sharing information and exploring issues and values.
6. RSE is **not** about the promotion of sexual activity.
7. Staff who teach and support RSE will set aside their own beliefs in order to provide unbiased, non-judgemental information. It is not the role of school staff to promote any lifestyle choices above any other, but to provide a safe space to discuss issues related to sex and sexuality as well as self-identity and both to demonstrate and expect respect for each other's choices.

Aims and Rationale.

8. Relationships Education (like all of PSHE Education) is based on the strongly held belief that no one deserves to be treated differently for any reason of race, sex, gender identity, disability, religion, sexuality or any other characteristic that might otherwise be used to bully or discriminate against a group or individual. Pupils are taught to recognise and resist these prejudices in themselves, and also to challenge them in others.

9. The different backgrounds of our pupils, such as different religious beliefs, different family structures, different experiences and different ideas about what is “normal” are all given equal respect, and pupils are encouraged to exercise respect and tolerance towards those whose backgrounds are different to their own.
10. Where appropriate, pupils will examine how UK law treats aspects of this programme, and also what different religions may teach in those areas of particular relevance.
11. The overarching aim of the staff and Governors at Watermill School is to help our pupils to develop into safe, confident and happy young people, with the knowledge and skills and understanding they will need as adults.
12. RSE teaches our young people to value themselves and to understand that they have a right to be treated with kindness and respect, and that other people deserve to be valued, treated kindly and respected too.
13. RSE aims to help pupils understand that they will have many different types of relationship throughout their lives both in every day, “real life” and on-line, and that these relationships will involve very different levels of intimacy. So, for example, a hug might be appropriate between best friends or family members, but not between two people who don’t know each other very well.
14. As our pupils mature many young people naturally have more questions relating to more grown-up and intimate relationships. We believe that it is vitally important that when our pupils start to want answers to these questions that, unlike many of the other sources of information they might otherwise turn to, the Sex and Relationships Education Programme gives them straightforward, honest and factual information in a way that makes sense to each pupil.
15. We strongly recommend that all pupils take part in all aspects of the PSHE Education programme, including all aspects of the Relationships and Sex Education (RSE) programme. By doing so we can be much more certain that they are accessing information as described in paragraph 13, and not getting a distorted, half understood or half remembered version from less reliable sources.

The National Context for RSE including statutory regulations and guidance.

16. From September 2020, Department for Education statutory guidance requires all schools to teach most aspects of the RSE programme. The requirements, the age groups they apply to and whether or not a parent may withdraw their child from them are summarised here.

Primary	Is it statutory (required by law)?	Can parents withdraw their child from this lesson?
Relationships Education	Yes	No. Parents do not have the right to withdraw their child from relationships education.
Sex Education	No (but elements of sex education are strongly recommended as good practice where appropriate*)	Yes. Parents are allowed to withdraw their child from sex education except those elements which are taught as part of a Reproduction unit in Science.
Secondary		
Relationships Education	Yes	No. Parents do not have the right to withdraw their child from relationships education.

Sex Education	Yes	<p>Yes.</p> <p>Parents are allowed to withdraw their child from sex education except those elements which are taught as part of a Reproduction unit in Science.</p> <p><u>A pupil is allowed to request that they take part in sex education, without their parents' consent, for up to 3 terms before their 16th birthday.</u></p>
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*The unit plans can be found in **appendix A**, and show all of the units that are planned for our pupils in each phase of their school life.

Withdrawing pupils from Sex Education lessons.

17. Class teachers will inform parents and carers with a letter home (**appendix B**) prior to the class starting any of the sex Education units that are planned throughout the year. This may provide an opportunity for discussions to begin at home, or at the very least to alert parents and carers that their child may have questions about the topic when they come home.
18. Concerns or worries of parents and carers about aspects of RSE are completely understandable, and we encourage them to contact the class teacher to discuss any that they may have.
19. If despite this conversation, it is still the wish of parents or carers to withdraw their child from a sex Education unit, this should be put in writing using a form that will be sent home by the class teacher (also found in **appendix C**).
20. As can be seen in the table above, the law protects a parent's right to withdraw their child from sex Education up to a point 3 terms before that child's 16th birthday. After that point, if the pupil expresses a wish to take part in these lessons, the school is obliged to make arrangements for them to do so.
21. In the event that a pupil falling into this category wishes to take part, but their parents or carers do not wish them to take part, school staff including classroom staff and senior leaders would try to resolve the problem. Ultimately though, the law is clear that school must honour the right of the pupil to be included.
22. Appropriate alternative work will be made available for withdrawn pupils to complete.

What does our RSE programme include?

23. In a school like ours we recognise that we are less able than mainstream colleagues to state with certainty which topics will have been covered at what age, because we know that, for some of our pupils, their age is a poor indicator of what stage their learning is at. As with the rest of our curriculum, class teachers will use previous coverage, assessments and their knowledge of their pupils' emotional and social levels to determine the level of detail which they will include in each of the units they teach. **It is in nobody's best interests to race towards coverage of information that is either beyond the pupils' emotional level, or beyond their understanding.**
24. **Appendix D and Appendix E** contain extracts from the statutory guidance from Government regarding Relationships Education and Relationships and Sex Education, last updated in September 2021, (which can be viewed in full [here](#)).
25. The extract sets out expected learning through primary and secondary phases, and is a good representation of the path of progression in our programme. It is vitally important to remember though, that these expectations

are for pupils attending mainstream settings and we adapt them to meet the needs of our pupils. This means that whilst our most able pupils may have covered most of the ideas listed by the time they leave us at 16 years of age, for some of our pupils, the majority of their learning will be aimed at securing the knowledge that the guidance describes as being what pupils should know, “by the end of primary school.”

26. Throughout both the PSHE Education and the Relationships and Sex Education programmes, pupils will rehearse ways to stay safe and make safe choices and where the details of these are difficult to understand, they will learn about who they could go for help and support.

Ground rules.

27. As many of the issues that will be covered are somewhat sensitive, staff will ensure ground rules are established within their groups at the start of a unit. What the rules entail will depend on each group but in general terms they will seek to:
- Help pupils to avoid sharing information which may be considered too personal in a group situation. Staff will also explain that no one, including staff, should answer personal questions and will rehearse some responses if they are asked any, for example, “I won’t answer that question, because it is quite personal.” Staff may go on to answer the question in a more general way if appropriate;
 - Help pupils to realise that there will be other groups in school too young to discuss such matters, and therefore discussions must stay in the room;
 - Ensure that everyone’s contributions are treated respectfully;
 - Provide a way for pupils to ask questions anonymously;
 - Make sure that pupils understand that they can talk privately with staff if they feel they need to discuss issues arising from a lesson.

Managing difficult questions from home or from school.

28. There will be occasions when a pupil or small group of pupils require a little more information than the rest of the class might be ready for. This might be due to pupils being at different developmental levels for example.
29. As it is important that pupils feel they can ask questions without stigma or judgement, staff will try hard to meet any genuine question calmly and without seeming shocked.
30. It may be that during a unit which does not plan to teach Sex Education, that a pupil asks a question which would normally be covered in a Sex Education lesson, for example. If this were to happen, staff will use their discretion to decide between these options;
- If the question requires a simple yes or no answer, the staff member may opt to a matter-of-fact answer to the question and move on. They would need to give thought to whether or not they believed that the question was an isolated thought from the pupil, or if it indicates a more general discussion amongst the pupils. The class teacher might consider running an extra session to address more general concerns and would schedule this session at a time that would allow the usual notification of parents and carers.
 - Staff may redirect the pupil to the topic at hand, possibly explaining that that question will be included in the next sex Education unit. This may be a sufficient response but usually only if the next sex Education unit was quite close or if the pupil’s question was more “idle speculation” than something they genuinely wanted an answer to.
 - Staff may believe that, whilst the pupil should have an answer to the question, it is not appropriate for the remainder of the class, and might be better answered on a one-to-one basis or in a small group. If the nature of the question is such that the resulting discussion will inevitably cover themes from sex Education, staff should

discuss their intentions with parents or carers beforehand. This conversation might reveal a pattern of such questions at home and will allow a joined-up response from school and home. Alternatively, parents or carers may prefer that their child not be included in such a discussion, possibly preferring to address their questions at home.

31. As part of the open dialogue between school and home, parents or carers may contact classroom staff asking for support or advice regarding questions or behaviours at home that can accompany growing up. Staff will support in whichever way seems most appropriate. Examples of such support might include sourcing and sending home information, scheduling a discussion or series of discussions for the pupil with an appropriate staff member in school, referral to a supporting agency or a combination of these.

Safeguarding.


32. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Regular child protection training ensures staff familiarity with the latest advice and procedure, which staff will follow in such instances.
33. Any visitors/external agencies which support the delivery of RSE will be fully briefed on safeguarding expectations by the member of staff who invites them into school.
34. Background checks, carried out by the member of staff considering inviting visitors or external agencies will ensure that they are reputable and have the expertise needed to add to the overall RSE programme. This will be checked and cleared by a member of SLT.


Development and review of this Policy.


35. Stakeholder involvement in the development of this policy can be found in paragraph 31 of the PSHE Education Policy, of which this policy forms a part.
36. The policy will be reviewed every 2 years by the PSHE Education lead to ensure it remains fit for purpose.

Appendices

Appendix A- PSHE Education themes plan.

		PSHE					
		AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
PLAN A	CURRICULUM FOCUS	What are my likes and dislikes?	What is my family like?	How can I keep clean?	Why is sharing important?	What things can harm us?	What changes as we grow up?
	UNIT NUMBER	PP1-1	PP1-2	PP1-3	PP1-4	PP1-5	PP1-6
PLAN B	CURRICULUM FOCUS	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world around us?
	UNIT NUMBER	PP1-7	PP1-8	PP1-9	PP1-10	PP1-11	PP1-12

		PSHE					
		AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
PLAN A	CURRICULUM FOCUS	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe? (Road, Water, Fire)	What helps us to grow and stay healthy?	How do we recognise our feelings?
	UNIT NUMBER	PP2-1	PP2-2	PP2-3	PP2-4	PP2-5	PP2-6
PLAN B	CURRICULUM FOCUS	How can we be a good friend?	What keeps us safe at home?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
	UNIT NUMBER	PP2-7	PP2-8	PP2-9	PP2-10	PP2-11	PP2-12
PLAN C	CURRICULUM FOCUS	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	Why is it important to be clean?	How should we treat animals?	How can we manage risk when we are out and about?
	UNIT NUMBER	PP2-13	PP2-14	PP2-15	PP2-16	PP2-17	PP2-18
PLAN D	CURRICULUM FOCUS	What makes up a person's identity?	How can I keep my money safe?	How can we help others?	How can I stay safe online?	How can we be safe with substances in our homes?	What makes a good team?
	UNIT NUMBER	PP2-19	PP2-20	PP2-21	PP2-22	PP2-23	PP2-24

		PSHE					
		AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
PLAN A	CURRICULUM FOCUS	How can friends communicate safely?	How will we grow and change?	Why are personal hygiene routines essential?	What is safe to share? (offline)	What is safe to share? (online)	How do friendships grow and change?
	UNIT NUMBER	PP3-1	PP3-2	PP3-3	PP3-4	PP3-5	PP3-6
PLAN B	CURRICULUM FOCUS	What things make up a healthy life style?	How do we keep our bodies safe?	What skills are needed for different jobs?	What would I do in an emergency situation?	How can we be respectful to others with different views/ways of life?	What can we do if friendships make us uncomfortable?
	UNIT NUMBER	PP3-7	PP3-8	PP3-9	PP3-10	PP3-11	PP3-12

PLAN C	CURRICULUM FOCUS	How can we help to lower our risk of getting ill?	How can we keep safe when playing outside? (sun safety etc)	How do people make choices about how to spend money?	What voluntary jobs are available in communities?	How can we deal with disputes in friendships?	How can I achieve my goals?
	UNIT NUMBER	PP3-13	PP3-14	PP3-15	PP3-16	PP3-17	PP3-18
PLAN D	CURRICULUM FOCUS	How can we cope with more complex feelings?	Are drugs always dangerous?	How can we keep safe when playing online?	What impact do our choices have on our world and environment?	How do people keep track of their money?	How can we stay healthy and stop germs spreading?
	UNIT NUMBER	PP3-19	PP3-20	PP3-21	PP3-22	PP3-23	PP3-24

SECONDARY PATHWAY 1		PSHE					
		AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
PLAN A	CURRICULUM FOCUS	How can we deal with transition and change?	What skills are important for good team work?	What is peer pressure?	What can we do to prepare for puberty?	What is self-worth and why is it important?	What does good budgeting look like?
	UNIT NUMBER	SP-1	SP-2	SP-3	SP-4	SP-5	SP-6
PLAN B	CURRICULUM FOCUS	What are the consequences of alcohol and drug abuse? (cover getting help)	What is diversity and why should we celebrate it?	What are the steps to gaining employment?	How can I improve my emotional well-being?	What makes a healthy relationship? (will need to cover romantic relationships)	What are the dangers online? (cover gambling hooks)
	UNIT NUMBER	SP-7	SP-8	SP-9	SP-10	SP-11	SP-12
PLAN C	CURRICULUM FOCUS	What is the impact of human behaviour on the environment?	How we achieve a healthy mind and healthy body?	What can be done about discrimination?	How can we respond safely to emergency situations?	Why is consent essential in many areas of relationships and what is safe sex?	How can I stay safe out and about?

SECONDARY PATHWAY 3		PSHE					
		AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
PLAN A	CURRICULUM FOCUS	How are humans changing or harming the environment, and can we protect it more effectively?	What does being healthy mean, and how can we build healthy living into our lives?	Do we need rules and laws, who makes them and how would we change them if we wanted to?	Does being safe mean that you never, ever take any risks? (How can you know which risks might be ok?)	How can we spot the difference between a healthy and an unhealthy relationship, and what can we do if it's unhealthy?	What sort of things should I know about when relationships start becoming more intimate?
	UNIT NUMBER	SP3.1	SP3.2	SP3.3	SP3.4	SP3.5	SP3.10
PLAN B	CURRICULUM FOCUS	If I want the truth I can find it in the media, on TV or online.....Can't I?	What is the difference between "banter" and bullying, and is bullying something that only happens to young people?	What are British values and are they the same as those in other countries?	What is discrimination, is it ever ok and where do we get our prejudices from?	What steps can I take to look after myself and my partner in a romantic relationship?	How do you solve a moral problem when every solution seems harmful?

Appendix B



Watermill School
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Executive Headteacher: Jonathon May B.Ed(Hons) M.Ed
Deputy Headteacher: Matthew Coupe B.Ed (Hons) NPQH
Deputy Headteacher: Emma Harrington BA (Hons)
Assistant Headteacher: Helen Clayton BA (Hons) M.Ed

Dear Parent/Carer,

In the _____ half term, your child will begin work on a unit from the PSHE education syllabus which includes some aspects of Sex education.

The unit we will be working from is entitled “_____”.

The School Policy for both PSHE education and Relationships and Sex education or RSE, (which were developed with help from school staff, parents and carers, school Governors and the pupils themselves) can be found in the “Policies” section of the school website, or requested from your child’s class staff team.

We strongly recommend that all pupils be given the opportunity to access the carefully planned and accurate information that this unit contains. Concerns about what your child might be learning about are understandable, and we would urge you to contact your class teacher if you have any worries regarding this unit, or if you would like them to send you the resources they will be using with the class.

Whilst it is not possible to withdraw your child from either the relationship or health education elements of this unit, pupils may be excused from the sex education elements if that remains your wish.

To do so, your child’s class teacher will provide you with the correct form which should be filled in and returned to school before the unit begins.

Note that if, in the year before a child turns 16, they express a wish to attend sex education lessons, arrangements will be made for them to do so.

Yours Sincerely,

Please sign and return.

I give my permission for my child (name)_____ to take part in the above Sex and Relationships Education unit.

Signed _____

Date _____

Appendix C.



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Executive Headteacher: Jonathon May B.Ed(Hons) M.Ed
Deputy Headteacher: Matthew Coupe B.Ed (Hons) NPQH
Deputy Headteacher: Emma Harrington BA (Hons)
Assistant Headteacher: Helen Clayton BA (Hons) M.Ed

Request to withdraw from Sex Education.

Dear Mr May,

I would like to withdraw my child _____ (name) from the sex education lessons that are planned for his/her class.

My reasons for this are:

If there is any additional information you would like the school to have, please add it below or speak to your child's class teacher.

Signed _____

Date _____

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
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Appendix D- By the end of **primary** school, pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix E-By the end of **secondary** school, pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About 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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That 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</p> <p>That 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>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</p> <p>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>
TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

Appendix F- Consultation on this policy.

As a part of the process of creating this policy, pupils, parents, school staff and Governors were invited to comment on the draft, and amendments were made as a result. This section seeks to detail that process and provide information to anyone who wishes to make comment, seek clarification or suggest amendments to the policy as it stands.



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September 24th 2021

Dear parents and Carers.

Welcome to the new term!

I am writing to you today to let you know about our new **Personal, Social, Health and Economic education** (PSHE education) policy.

PSHE education includes a wide range of topics that sometimes don't easily fit into other subjects, but which are very important for our pupils to learn. On the whole, PSHE education is about giving our pupils the skills they need to become independent adults with the social skills to be happy and healthy in the big wide world.

An important part of PSHE education is "Relationships and Sex education (RSE)." We know that how we teach this area in particular is of interest to many of our parents and carers and for that reason, the RSE aspect of the policy is laid out in particular detail in a dedicated document which should be read alongside the PSHE education policy.

The disruption and uncertainty of the past 18 months or so have meant that we have been unable to meet as many parents, in the flesh, as usual and that has meant that I haven't been able to ask our parent and carers groups and other visitors what they think about the new policy. Part of my reason for writing today is to invite you to let me know what you think about it if you would like to.

You can find both the PSHE education policy and the separate section of it dealing specifically with RSE on the school's website. Simply click on the "About us" button on the wheel at the top and look for the "Policies" section in the list to the left. The new policies are number 20 on the list of school policies.

Should you have any comments, concerns or questions (If you want to let me know that you like the policies or have suggestions for changes) you can email me directly at mcoupe@watermillschool.co.uk or call the school on the number above, and I will be glad to get back to you with a response as soon as I can.

Many thanks.


Matthew Coupe.

Deputy Head Teacher and PSHE education Lead.


Part of the  ORCHARD
—Community Trust—

PSHE/RSE consultation document.



The following are responses and suggestions from staff and governors who took part in the consultation process used to develop the above policy/policies.

Point made by	Point	Consideration	Action
(TA)	<p>1) How much / how in depth about act of sex is the school teaching the children and how (e.g films) ? And what/ how the school teaches about using protection when having sex. (like condoms) (- this might be concerning of the parents of for the older children -)</p> <p>2) what is the emphasise in promoting different families or individual sex.</p> <p>3) I understood that you tried to emphasis on: "<u>any given topic should be presented at the appropriate level for the needs of the pupils</u>", Maybe that could be underlined or to use different fonts.</p> <p>5) One thing what was said in one of the other of my reading was: to teach children not to be influenced by unrealistic</p>	<p>1) In terms of how in detail the sessions might be, the guidance is already included in App.D.</p> <p>2) It is impossible to say exactly how far through the guidance each class will get, as that will be determined by the professional judgement of the teacher in relation to level of understanding and readiness/maturity of pupils, as set out in para. 24.</p> <p>3) The current version does not provide examples of materials and resources that may be used, it is a fair point that these may be of interest to parents.</p> <p>4) I imagine that this is a point about same sex relationships. The use of the word "promoting" is interesting. Para 8 directly addresses this point.</p> <p>5) Reference to online safety already exists as a prominent feature both in the body of the policy and in the themes part of the appendices.</p>	<p>1) No action</p> <p>2) No action</p> <p>3) Consider how best to share resources. Poss- teacher sends out set of resources to parents who want them- option on permission letter?</p> <p>4) No action</p> <p>5) No further action </p>

	dangerous materials (like e.g online , grooming, phones and games) - other ways of saying : keep them safe .		
(school social worker)	<p>6) I think the information is well laid out and clear. Maybe an idea would be to attach some information on where to access more information or support i.e. PANTS, referral to Social Care with links and numbers?</p> <p>It's such a huge topic to explain but you have done it really well and you have given them the resources to ask further questions.</p>	6) Not sure who might want to refer to this document in order to make a referral, seeking clarification. I think this is better covered in the Safeguarding Policy- however there is currently no cross-ref to other pertinent policies.	7) Add cross-refs to other policies. ✓
(teacher)	<p>7) In the PSHE policy where you mention about over learning and the use of spiral curriculum is it relevant to mention that PSHE lessons are a weekly event to reiterate its importance and consistency?</p> <p>8) Point 11 in PSHE policy you talk about modelling supportive behaviour could you mention this will always be linked to our behaviour policy and the fact the two go hand in hand to ensure</p>	<p>7) Good suggestion.</p> <p>8) Good suggestion.</p>	<p>7) Add a comment to reflect this, where most relevant. ✓</p> <p>8) Add both in para 11 and in links to other policies. ✓</p>

	<p>children are always receiving that holistic/ nurturing approach.</p> <p>9) Point 3(PSHE) 'visiting adults' would this be better worded as 'visiting professionals'- just thinking about any hyper worried parents.</p> <p>10) Point 4 (RSE) - I thought in the list of examples 'puberty' maybe could be mentioned here just from my experience of KS3 parents are very grateful this is on the menu and it's an area that many parents have asked for additional resources for.</p>	<p>9) I have reviewed the section and am happy that the first para in the visitor section explains why they would be invited in. I don't feel additional explanation is needed or change of wording.</p> <p>10) In the section "what does our RSE programme include" there are no specific areas mentioned. This is because a great many of the areas that may be covered depend on whether or not it would be suitable. Whilst puberty is much more of a universal topic, to identify it specifically in this section would be to suggest that it is the focus, which would be misleading. I am content that referring readers to the appendix serves this purpose better.</p>	<p>9) No action</p> <p>10) No action</p>
SLT member	<p>11) Various SPAG errors</p> <p>12) Point 2 Citizenship – is citizenship woven into the PSHE units at KS4? You may have specified this in the policy and I may have missed it, so just checking – I'm looking at the National Curriculum documents from the DFE – I now know that PSHE is not statutory but relationships education (primary)</p>	<p>11) Need correcting</p> <p>12) Good point about making it clear that the requirements for Citizenship Education are met through what we call PSHE education.</p>	<p>11) Correct errors.</p> <p>12) Revisit and look at where this can be done most effectively. </p>

	<p>and RSE (Secondary) are from Sept 2020 and Citizenship is compulsory at KS3 and KS4. (In the national curriculum framework it says that we should be teaching Citizenship at KS3 and KS4). So I suppose my question is – are we teaching citizenship? And if so might it be worth mentioning that it is part of the units at Secondary pathway 1, 2 and 3? (KS3/KS4)</p> <p>13) Point 3 – last sentence – should there be a ‘for example...’ at the end. ‘for example, in books/file, class floor books / learning journals?, video or voice recording of discussions/ role play/ conversations with visiting professionals?, end of unit assessment summary?</p> <p>14) Not sure if the ‘economic’ part of the subject represented enough in this policy?</p>	<p>13) Adding examples may be useful for staff and help them to consider the different ways they can assess.</p> <p>14) Fair point, focus is definitely on P+S+H.</p>	<p>13) Revisit para 30 and add examples. ✓</p> <p>14) Include more specific ref’s throughout. ✓</p>
SLT member	<p>15) Very little mention of Early years and the ELG’s</p>	<p>15) The Educational Programmes section in the statutory framework for the early years (page 8) sets out a strong rationale for the subject that, for us, extends well beyond EY’s.</p>	<p>15) Include ELG’s in appendix and frame How the Early Learning Foundation stage framework fits with PSHE education work</p>

			rationale where  most appropriate.
16) Governor and Pastor (in conversation with MC)	<p>17) How is the school's approach to gender identity and sexuality best described?</p> <p>18) What are pupils taught about, for example, same sex marriage?</p> <p>19) How will staff acknowledge that same sex relationships fall outside of the teaching of some religions?</p>	<p>17) (verbal response) The requirements for all schools in regard to RSE start with the expectation that schools will help pupils to learn about what constitutes a positive or healthy relationship, versus relationships that may best be described as being toxic, or unhealthy.</p> <p>The basis of our relationships education at Watermill is the notion that we are each individuals who deserve the respect and tolerance of our fellows, and so are they.</p> <p>18) There is no part in the delivery of RSE for the inclusion of any moral judgements about the validity of anyone's relationship (platonic/sexual or through marriage or civil partnerships for example), other than the promotion of the belief that everyone in that relationship or partnership should be treated well, with respect and in accordance with what they themselves consent to.</p> <p>Staff should not promote any type of relationship or family structure as being preferable to any other, as to do so would imply that different relationships are less valid. Our pupils have wide-ranging experiences of friends, acquaintances and family members whose gender identity or sexuality may differ from what might be described as heterosexual, cis-gendered (conforming to the gender assigned at birth) and it would be completely unacceptable for them to hear the message that this was not OK.</p>	<p>17-19) Language and general approach agreed with Governor, and is to be shared with staff regularly. </p>

		<p>When issues of gender or sexuality are discussed, staff will be encouraged to use a form of words that communicates something like, “Who someone else chooses to fall in love with shouldn’t be anyone else’s concern, and even if we don’t agree with someone’s choices we should respect them.”</p> <p>19) In response to questions about how alternate sexualities and gender identities fit with religious teachings, staff should feel confident to share the facts. These are that our Law lists characteristics such as sexuality and gender as being “protected” - this means that it is against the law for someone to be treated differently based on them. Staff can also explain in a factual way that some religions will teach that sexual relationships should be limited to heterosexual relationships, and that some followers of these religions believe these teachings while others are less sure. The purpose of RSE is to give pupils enough information to make informed decisions for themselves, not to try to insist they behave a certain way.</p>	
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Appendix F.3-Pupil Consultation.

Due to the nature of our pupils and the wide range of understanding, it was neither possible nor sensible to consult widely regarding the content of the RSE curriculum. For the purposes of this consultation, pupils from our Secondary pathway 3 (year11) group took part in a discussion regarding their perceived importance of different elements of the RSE curriculum at different ages. These responses are summarised below. The conversation suggested that the group were mainly thinking about other pupils who had similar learning needs to themselves.

For primary aged pupils.

The group felt that younger pupils need most time thinking about ideas like how to be a good friend.

They felt that this should include talking about how to respond if a “friend” was trying to get them to do something they shouldn’t, like a dare. The group were not thinking about this in terms of consent, but agreed that younger pupils should learn to respect when they do or don’t have permission to e.g. borrow their brothers’ phone.

These pupils should learn about what bullying is, and how to get help for themselves or someone else.

Younger pupils should know about private parts, they said and should know that no one should touch your private parts.

They felt that younger pupils should be confident to say no to anything they don’t like or don’t want.

The group felt that younger pupils did not need to know about how babies are made, about eggs and sperm or about how to look after a baby. They also felt that information about contraception/STI’s etc would be premature at this stage.

The group were very clear that they thought it was important to let younger pupils know that their bodies will change, and they agreed that this should be before it happens so that they know it’s nothing to be ashamed of or scared about. The group were divided about the idea of talking to younger children about sexual feelings or topics like masturbation, some thinking that if we talk about it, it will put ideas into their heads.

One group member was very clear that she felt younger pupils should be told all about sexuality. The group discussed this idea at length, and could not agree when this should happen. The consensus was that the topic was important, but that maybe primary aged pupils might not be thinking about sexuality. They all agreed that younger pupils should get the message that the most important thing was to respect other people and their choices.

For older pupils.

As a group we discussed the fact that different people feel ready for information at different times, and we agreed that it would be hard for the group to say at what age each person should be ready. What follows are some topics that the group felt were most important to teach, if we wanted young people such as them to have all of the information they need. I have included indications of where the group felt they got sufficient teaching themselves and where they would have liked more.

- The practical aspects of how a baby is made, what exactly happens when a man and a woman have sex.- Most important in the groups opinion, and sufficiently covered.
- Contraception- All felt this to be very important, and felt like the subject had been covered a lot. One or two felt that the wide range of choice was confusing, and that we should only talk about condoms, as they also help prevent certain STI’s

- What is appropriate in different relationships at different times.- Whilst all members of the group felt that they were able to say when a relationship had been going for long enough to consider more and more intimate activities, they all felt that this could be confusing to others. They worried that some people might be easily encouraged to “go further” than they should do, early on in a relationship.
- Sexual Health-again all felt that they were confident to look after their sexual health, but were worried that others might not be. A small number of the group said that they thought they didn’t know enough about different sexually transmitted diseases. The group considered that learning where to find advice in the future might be more useful than trying to remember everything now. All group members could suggest sensible places to seek this type of help from.
- Puberty.-One group member explained that they felt that although they knew to expect the physical changes of puberty, they would have liked more guidance on the way their feeling may be affected. They explained that they had heard that people get moody, but did not expect to suddenly start crying for no reason.
- The group agreed that very important topics include those around sexuality and gender identity. The group felt that they had given these areas sufficient thought, but suggested that this was due to the nature of the individuals within it. They worried that other groups may not discuss these issues, or learn about the unacceptability of being sexist or homophobic, for example.
- Sex and the media.- The group discussed how they had looked, in one session, at how the media, including the porn industry portrayed sex. They said that they felt uncomfortable discussing this topic, and that it was obvious that portrayal in such films is not realistic. They believed that no other pupils would assume that what someone might see happen in such films is representative of real life either.
- The group felt that topics such as mutual respect, understanding consent, healthy relationships and stereotypes and prejudice were very important, but covered quite a lot over the years.