

# WINDLESHAM HOUSE SCHOOL

## RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)



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**Next Review Date: November 2022**

**Responsible Member of Staff: Pippa Sutcliffe, Assistant Head (Academic)**

**Responsible Governor: Anthony Goddard**

**Statement of Policy:** *Our SRE provision is part of our PSHEe curriculum, which is the learning and teaching element of the safeguarding, behaviour management and emotional wellbeing policies. We aim to enhance, support and promote the spiritual, moral, social and cultural development of our children, while encouraging them to develop their own set of moral values. This will include pupils reflecting on a variety of different issues, viewpoints, dilemmas and situations in order to develop the language, skills, strategies and confidence to behave according to their moral views in new situations.*

This policy has been produced in consultation with the PSHE association, the head of PSHEe and the responsible governor, as well as other heads of department (science, RS and ICT) and with reference to the Education Act 2002, the Education and Inspections Act 2006 and the Equalities Act 2010.

### Access to our policy

The policy will be available to parents and carers through the school's website and on the parents' portal. We also write to the parent body to let them know of upcoming SRE lessons, giving them the opportunity to withdraw their child/ren should they wish. We have the facility to translate our correspondence to parents into Russian, Mandarin and Spanish if necessary.

### Our aims and objectives

Our aim for our SRE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to develop their own set of moral values
- opportunities to develop the skills, language and strategies and confidence they need in order to negotiate their future relationships and sexual health.

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### Rationale

We define SRE as the right of our children to learning that will enable them to live safe, healthy and fulfilled lives, and as part of the teaching and learning arm of safeguarding and protecting our children by addressing specific issues.

We consider that it includes the following areas, taught in at an age-appropriate level:

- Relationships
- My body
- Feelings/attitudes
- Life cycles/human reproduction
- Keeping safe and looking after myself/sexual health
- People who can help me/where to get advice

There is no statutory requirement for us to include SRE in our PSHEe programme, but we feel that we would be failing our children if we did not include this provision. We understand that what we do teach must be included in this policy and we provide regular training to those who teach SRE to ensure that they deliver lessons within these policy guidelines.

### Values

Our programme promotes the values of family life, the importance of stable relationships and diversity. We encourage our children to embrace our SRE curriculum with a non-judgmental attitude and the confidence to discover what is right for them in the context of their future relationships.

### Aims and objectives

We aim to convey to our children that for most of the decisions they make and the actions they take, the factual knowledge they need will be different but the skills and personal attributes will be the same. Therefore we aim to build upon their negotiating, reflecting, and critical thinking skills, while developing confidence and resilience.

### Our intended outcomes

We teach a spiralling programme of SRE within PSHEe, which is revisited and built up on each year. Therefore our learning outcomes differ slightly each year – please see the table below for a precis.

<b>KEY STAGE 1</b>	
<b>topic</b>	<b>Learning outcomes - children will know/consider</b>
relationships	<ul style="list-style-type: none"><li>• How my relationships change as I have grown up</li><li>• Why friendships change</li><li>• How I can be a good friend</li><li>• Why it can be fun to have a friend who is different to me</li><li>• About some of the bad ways people can behave towards one another</li></ul>

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	<ul style="list-style-type: none"> <li>• when I am being bullied</li> <li>• What to do if I am being bullied</li> <li>• How I can make up with my friend when we have fallen out</li> <li>• Why some parents married and some not</li> </ul>
My body	<ul style="list-style-type: none"> <li>• How my body has changed since I was a baby</li> <li>• Why my body is changing</li> <li>• Why some children are growing quicker than others</li> <li>• Why some girls in my class are taller than the boys How girls and boys grow differently</li> <li>• Why we are all different and that it is ok to be different</li> <li>• The similarities and differences between boys and girls</li> </ul>
feelings	<ul style="list-style-type: none"> <li>• What makes me feel good</li> <li>• What makes me feel bad</li> <li>• How we know how other people are feeling</li> <li>• Why my feelings are changing as I get older</li> <li>• How I feel about growing up and changing</li> <li>• How I can cope with strong feelings</li> </ul>
Life cycles	<ul style="list-style-type: none"> <li>• Why having a baby needs a male and a female</li> <li>• What are eggs and sperm</li> <li>• How different animals have babies?</li> <li>• How different animals look after their babies before and after birth</li> <li>• What happens when people get older</li> </ul>
Keeping safe and looking after myself	<ul style="list-style-type: none"> <li>• What are good habits for looking after my growing body</li> <li>• What to do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable</li> <li>• When it is good or bad to keep secrets</li> </ul>
People who help me	<ul style="list-style-type: none"> <li>• Who I can talk to if I feel anxious or unhappy</li> <li>• Where I can find information about growing up</li> </ul>
<b>KEY STAGE 2</b>	
relationships	<ul style="list-style-type: none"> <li>• What are the important relationships in my life now?</li> <li>• What is love? How do we show love to one another?</li> <li>• Can people of the same sex love one another? Is this ok?</li> <li>• Different kinds of families and partnerships?</li> <li>• What the words 'lesbian' and 'gay' mean</li> <li>• Why calling someone 'gay' counts as bullying</li> <li>• What I should do if someone is being bullied or abused</li> <li>• Whether boys and girls expected to behave differently in relationships and why.</li> <li>• Whether some relationships can be harmful</li> <li>• Why families are important for having babies and bringing them up</li> </ul>
My body	<ul style="list-style-type: none"> <li>• What is puberty</li> <li>• that everyone goes through it, at slightly different ages</li> <li>• What body changes boys and girls go through at puberty</li> <li>• What is a 'normal' body</li> <li>• How my body will change as I get older</li> </ul>
Feelings and attitudes	<ul style="list-style-type: none"> <li>• What kinds of feelings come with puberty</li> <li>• What are sexual feelings</li> </ul>

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	<ul style="list-style-type: none"> <li>• What are wet dreams</li> <li>• What is masturbation and is it normal</li> <li>• How I can cope with these different feelings and mood swings</li> <li>• How I can say 'no' to someone without hurting their feelings?</li> <li>• What I should do if my family or friends don't see things the way I do</li> <li>• What families from other cultures and religions think about growing up</li> <li>• If I can believe everything I see on the TV about perfect bodies/ relationship/girls and boys to be true</li> </ul>
Life-cycles and human reproduction	<ul style="list-style-type: none"> <li>• What is sex</li> <li>• What is sexual intercourse</li> <li>• How many sperm a man produces</li> <li>• How many eggs a woman has</li> <li>• How sperm reach the egg to make a baby</li> <li>• Whether conception always occurs or if it be prevented</li> <li>• How families with same-sex parents have babies</li> <li>• How a baby develops</li> <li>• How a baby is born</li> <li>• What a new baby needs to keep it happy and healthy</li> </ul>
Keeping safe and looking after myself	<ul style="list-style-type: none"> <li>• How to look after my body now I am going through puberty</li> <li>• How girls manage periods (menstruation)?</li> <li>• That FGM is a cultural practice and is illegal in our country (taught through human rights issues)</li> </ul>
People who help me/getting help and advice	<ul style="list-style-type: none"> <li>• Who I can talk to if I want help or advice</li> <li>• Where I can find information about puberty and sex</li> <li>• How I can find reliable information about these things safely on the internet</li> </ul>
<b>KEY STAGE 3</b>	
relationships	<ul style="list-style-type: none"> <li>• What makes a relationship happy or unhappy</li> <li>• Why relationships change during adolescence</li> <li>• How to cope with changing relationships with my family and friends</li> <li>• Why people get married or have a civil partnership</li> <li>• What I can do about family and friendship break-up</li> <li>• What are the qualities I should look for in a partner</li> <li>• Whether everyone should have a boyfriend or girlfriend at my age</li> <li>• At what age it is legal to have sex. At what age it is legal to get married/ or have a civil partnership</li> <li>• How I know when I am ready to have sex/be intimate with my boyfriend/girlfriend</li> <li>• Whether males and females have different expectations in relationships</li> <li>• What it means to be gay, lesbian, bisexual or transgender</li> <li>• What is acceptable touching and behaviour amongst my peers</li> </ul>
My body	<ul style="list-style-type: none"> <li>• Am I normal? What is normal for my age? If I am a late-developer, will I catch up?</li> <li>• Why the media show so many pictures of thin/muscly/perfect celebrities. Should we all look like this?</li> </ul>

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	<ul style="list-style-type: none"> <li>• what effect do hormones have on the body?</li> <li>• How hormones affect boys and girls differently</li> <li>• the menstrual cycle and how it affects fertility?</li> <li>• Why boys get erections</li> </ul>
Feelings and attitudes	<ul style="list-style-type: none"> <li>• The difference between sexual attraction and love</li> <li>• How I might know if I am in love</li> <li>• If it is normal to be attracted or in love with someone of the same gender. Does this mean I am gay or lesbian?</li> <li>• What I should do if I feel I am being pressured into having sex. Is everybody doing it?</li> <li>• My religion says that being gay or having sex before is marriage is wrong, what should I think?</li> </ul>
Keeping safe and looking after my sexual health	<ul style="list-style-type: none"> <li>• about different types of contraception, their advantages and disadvantages</li> <li>• which methods of contraception also protect against sexually transmitted infections</li> <li>• about responsibility for contraception in a relationship</li> <li>• that alcohol and drugs may affect sexual choices and behaviour - how can I reduce the risks from this?</li> </ul>
People who help me/sources of help and advice	<ul style="list-style-type: none"> <li>• my rights as a young person to information, sexual health services and confidentiality</li> <li>• about the full range of services, help and information available to me, where can I find out about them and how I can access these services</li> <li>• the best way to go about talking to my parents or a trusted adult about sex and relationships</li> <li>• about the laws on sexual offences, covering consent and sexting</li> </ul>

Involvement and consultation with pupils

At the lower end of the school we will explore the children's needs by means of assessing the prior learning that they bring to the classroom. As they get older, we use a needs and baseline assessment to plan our delivery. Our peer listening system as well as our other pastoral systems (house parents, tutors etc.) often informs our evaluation of what has been learned and what we need to offer.

Assessment of learning

We build opportunities for both Assessment for Learning and Assessment of Learning into our provision. Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Providing pupils with opportunities to reflect on and assess their learning, recognising its relevance to their day to day lives and how they are progressing is a fundamental aspect of our SRE and PSHE education, and we measure this both informally through discussion and formally through end of topic assessment, using teacher, peer and self-assessment.

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### Equality and diversity

We promote the needs and interests of all pupils irrespective of gender, sexual orientation, culture, ability or aptitude by delivering teaching pedagogy that encompasses gender-aware material, uses neutral terminology when describing relationships, is aware of and celebrates cultural differences, and differentiates for learning needs. We are sensitive to parental withdrawal with regard to personal beliefs surrounding SRE. Teaching pedagogy will take into account the ability, age, readiness and cultural backgrounds of our children and those with English as a second language to ensure that all can access fully SRE education provision. We will use SRE education as a vehicle to address diversity issues and to ensure equal opportunities for all, and we will ensure that the curriculum covers age appropriate learning. We promote social learning and expect our students to show a high regard for the needs of others by modelling good behaviour and using discussion and scenarios in our learning.

### Inclusion and differentiation

We will identify pupils' different starting points through cultivating an environment of openness and non-judgmentality. We will respect pupils' unique starting points by recognising different abilities, levels of maturity and personal circumstances, for example their own sexual orientation, gender identity, faith or culture (which may be decided or emerging), by an awareness and involvement in the school's inclusion policy. In keeping with our inclusion policy no child will be removed from PSHEe unless parental wishes are received. We work closely with the LD department and are aware of the learning needs of all the children in our PSHEe classes. As part of our work with Stonewall, we are committed to championing diversity and celebrating difference.

### Key principles and teaching methodology

The programme will be taught within our PSHEe curriculum and revisited every year, building on the children's prior knowledge and educational needs.

We aim to:

Establish a baseline to ascertain prior knowledge

- Provide a balance of factual information, and the skills and personal attributes necessary for managing life experiences, through role-play, discussion and other activities
- Offer an opportunity for critical reflection

We will ensure that sessions, including those on risky behaviours remain positive in tone by managing discussion and refraining from sensationalising.

We liaise with appropriate departments on an on-going basis to ensure cross-curricular learning.

### Involving parents and carers

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As a school we are committed to an open door policy between school and home, and as a setting with a large percentage of boarders, we recognise the importance of this. Our policy is posted on our website and parent portal so that it is accessible to the parent body. We acknowledge that parents have the right to withdraw their child/ren from every aspect of SRE, and we notify them of upcoming SRE sessions within our weekly parents' bulletin, so that they may exercise that right should they wish to do so. We will always answer any questions that parents may have about their child and the curriculum, by phone or email.

### Supporting children who are withdrawn from the programme

If a parent requests that their child be removed from "sex education" the school will make provision for the child by enlisting the help of the librarian or a LD teacher, and setting a programme of work which dovetails with the material to be covered in the lesson but without the sexual content. We are aware of possible reaction from peers to this withdrawal and will make sure that the removal from the lesson is discreet, and discussed with the child.

### Ensuring a balanced curriculum

We will ensure that pupils are offered a balanced curriculum by presenting a range of view points, while promoting our school values of family life, stable and loving relationships and diversity. We will deliver lessons that are sensitive to a range of views while ensuring that pupils have access to the learning they need to stay safe, healthy and understand their individual rights. We will include impartial scientific information, facts on the law and the concept of equality throughout the SRE curriculum. Our curriculum is based on PSHE association recommendation and reflects the universal needs shared by all children and young people as well as the specific needs of the pupils at Windlesham. Our SRE education is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

By teaching our curriculum, we will ensure that pupils are offered a balanced programme of lessons by providing the tools they need to enable them to make their own choices, while staying safe and healthy and protecting and enforcing their human rights. We will include impartial information on matters such as forced marriage and termination of pregnancy, in an age-appropriate manner. We cover FGM from a human rights aspect, so it is not specifically taught as part of the SRE curriculum.

### Ensuring equality

We will ensure equality by being sensitive to the emerging and changing needs of our pupil body, and an awareness of the need to adapt over time as the pupil population changes. With reference to the Equalities Act 2010, we will ensure that we strive to do the best for all our pupils, regardless of disability, educational needs, race, ethnic or national origin, sex, gender identity, religion or sexual orientation. Through the SRE programme we will help children to recognise the nature and consequences of discrimination, teasing, bullying and aggressive

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behaviours (including cyber-bullying and use of prejudice based language. We will give them the tools to be able to respond and ask for help. We assess our pupils' needs through constant communication between all our pastoral channels – house parents, tutors, boarding staff, matrons, and the wider Windlesham community, and review this policy at least every year and more often in the light of an emerging issue.

### Staff responsible for delivering the programme

This programme will be led by the head of PSHEe and will be taught as part of our PSHEe curriculum. the programme is supported by our school nurse, who talks to the boarders in dorms (in single sex groups) and by the science and RS departments who complement and support our teaching.

### Support and links across the school

SRE is supported across the school in many ways, by our links with:

- other subject departments (see below)
- our school nurse, who comes in to some of our lessons, and speaks to the children in dorms on a regular basis on subjects such as personal hygiene and puberty. She is always supported by the PSHEe teacher.
- Our pastoral system, which includes, house parents, tutors, form teachers, matrons and boarding staff

### Links to other school policies and subjects on the curriculum

This policy complements the following policies; PSHEe, safeguarding children and child protection, welfare and boarding and anti- bullying etc.

Our SRE curriculum links to RS and science and we plan some of our lessons in conjunction with each other – for example children cover puberty in science in the spring term of the 2s and then later on in the term in PSHEe.