Relationships and Sex Education (RSE) and Health Education Policy

Policy Owner:	Principal
Formally Endorsed By:	Senior Leadership Team
Endorsement Date:	February 2024
Next Review Date:	February 2026

Human *Connection* in all we do

Contents

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

Our children of Primary school age (Kindergarten age 5+ - Class 5) are required to have relationships education as laid out in the DfE statutory guidance document: Relationships Education, Relationships and Sex Education (RSE) and Health Education. We are not required to provide sex education but we do teach elements of sex education contained in the science curriculum

Our children of secondary school ages (Class 6-10) are required to have both Relationships and Ex education, as per the DfE statutory guidance document: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014.

At Michael Hall School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to complete an online questionnaire about the policy.

4. Pupil consultation – we investigated what exactly pupils want from their RSE.

5. Ratification – once amendments were made, the policy was shared with trustees and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum map is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum alongside an online consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the woven curriculum and in the personal, social, health and economic (PSHE) education curriculum in "Wellbeing" lessons taught each week in all years. Biological aspects of RSE are taught within the science curriculum and in Classes 4&5 sex education will focus on preparing boys and girls for the changes that adolescence brings from ages 9-11.

In classes 1-3, Wellbeing is taught by class teachers with the support of the subject lead who is a specialist in PSHE and Wellbeing. From Class 4, students begin Wellbeing lessons with a specialist subject teacher.

The curriculum has been developed so as to complement and enhance the unique education that is offered through the Waldorf experience, and in conjunction with the teaching body and the wider community, whilst meeting the statutory requirements of the subject (PSHE). Some of these topics are covered within other subjects for example Main lesson and through the use of age appropriate books and stories that can then be discussed in more detail. Group discussions and debates are used to explore topics and in the middle and upper schools exterior speakers or specialists are at times used to enhance the learning experience.

The Wellbeing curriculum aims to help prepare students to live healthy, happy and productive lives in the diverse world they find themselves growing up in and helps to foster and nurture their moral development.

At Michael Hall we aim to promote children's knowledge, self-esteem, emotional wellbeing and resilience and to help them to form and maintain healthy and positive relationships. Particular emphasis is put on the safety and care of the individual, and the community, both at a local and international level.

The curriculum is both broad and balanced with three main themes, Health and Wellbeing, Relationships and Living in the Wider World. These topics are revisited across year groups, and understanding is deepened in an age appropriate way, as students progress through the school. The lessons are both classroom based and practical where possible to enable students to experience learning in different environments and meet the unique context and grounds of the school.

Care and respect of the environment and planet is also a key theme across year groups. Michael Hall is currently in the process of becoming an Eco School, which is an internationally recognized programme of an educational institution's commitment to environmental education, and is formed and led by the students with the support of teachers.

The Wellbeing curriculum is key in supporting the wider school's aims and ethos of facilitating each child's gradual self-realization as part of a social whole. We are dedicated to harmonizing the physical, emotional and spiritual aspects of each of our pupils in a way that gives them the confidence, resilience and insight to make a positive difference in the world throughout their lives.

In the Kindergarten and Classes 1-5, Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

In Classes 6-10 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - o Safe and supported
  - o Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - o A whole-class setting
  - o Small groups or targeted sessions
  - o 1-to-1 discussions
  - o Digital formats (from Class 8)

- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- o Are aligned with the teaching requirements set out in the statutory RSE guidance
- o Would support pupils in applying their knowledge in different contexts and settings
- o Are age-appropriate, given the age, developmental stage and background of our pupils
- o Are evidence-based and contain robust facts and statistics
- o Fit into our curriculum plan
- o Are from credible sources
- o Are compatible with effective teaching approaches
- o Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - o Are age-appropriate
  - o Are in line with pupils' developmental stage
  - o Comply with:
    - ▪ This policy
    - ▪ The Teachers' Standards
    - ▪ The Equality Act 2010
    - ▪ The Human Rights Act 1998
    - ▪ The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - o What they're going to say
  - o Their position on the issues to be discussed

- Ask to see in advance any materials that the agency may use

- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

- Check the agency's protocol for taking pictures or using any personal data they might get from a session

- Remind teachers that they can say "no" or, in extreme cases, stop a session

- Make sure that the teacher is in the room during any sessions with external speakers

- Share all external materials with parents and carers

- We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions

- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Trustees

The trustees will approve the RSE policy, and hold the Principal to account for its implementation.

8.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 Teachers

Teachers are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE

- Monitoring progress

- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

- Teachers do not have the right to opt out of teaching RSE. Teachers who have concerns about teaching RSE are encouraged to discuss this with the Principal.

- The teacher responsible for RSE at Michael Hall is Oliver Room.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

9.1 Primary Age

In Kindergarten age 5+, and in Classes 1-5, parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

Alternative school work will be given to pupils who are withdrawn from sex education.

9.2 Secondary Age

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents/carers and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Oliver Room through:

- Professional discussions, sharing planning, learning walks, classroom visits and observations.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by Oliver Room annually. At every review, the policy will be approved by the Principal and Trustees.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

THROUGHOUT THE YEAR

	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Belonging to a community	Media literacy and digital resilience
EARLY YEARS	Roles of different people in the community, families, feeling cared for.	Who to ask for help, understanding body autonomy, developing friendships.	How behaviour affects others; being polite and respectful.	Keeping healthy, the joy of movement, cooking and eating healthy food, self care hygiene and sun safety.	Learning and naming feelings, learning to celebrate difference within themselves and others.	How rules help us.	Caring for others; looking after the environment.	Online safety.

AUTUMN - RELATIONSHIPS   SPRING - HEALTH AND WELLBEING   SUMMER - LIVING IN THE WIDER WORLD

	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Belonging to a community	Media literacy and digital resilience
CLASS 1	Making friends; feeling lonely and getting help.	Managing secrets; resisting pressure; recognising hurtful behaviour.	Recognising things in common and differences; playing and working cooperatively.	Why sleep is important; medicines and keeping healthy; managing feelings and asking for help.	Growing older; naming body parts.	Safety in different environments; risk and safety at home.	Belonging to a group; being the same and different.	The internet in everyday life.

	AUTUMN - RELATIONSHIPS			SPRING - HEALTH AND WELLBEING			SUMMER - LIVING IN THE WIDER WORLD	
	Families and friendships	**Safe relationships**	**Respecting ourselves and others**	**Physical health and Mental wellbeing**	**Growing and changing**	**Keeping safe**	**Belonging to a community**	**Media literacy and digital resilience**
CLASS 2	What makes a family; features of family life.	Personal boundaries; safely responding to others; the impact of hurtful behaviour.	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.	Health choices and habits; what affects feelings; expressing feelings.	Personal strengths and achievements; managing and reframing setbacks.	Risks and hazards; safety in the local environment and unfamiliar places.	The value of rules and laws; rights and freedoms and responsibilities.	How the internet is used; assessing information online.
CLASS 3	Positive friendships, including online.	Responding to hurtful behaviour; managing secrets and confidentiality.	Respecting differences and similarities; discussing difference sensitively.	Maintaining a balanced lifestyle; oral hygiene and personal hygiene routines.	Personal identity recognising individuality and different qualities.	Medicines and household products common to everyday life.	What makes a community; shared responsibilities.	Recognising risks online.
CLASS 4	Managing friendships and peer influence.	Physical contact and feeling safe.	Responding respectfully to a wide range of people; recognising prejudice and discrimination.	Healthy sleep habits; sun safety medicines, vaccinations, immunisations and allergies.	Introduction to physical and emotional changes in puberty; external genitalia; mental wellbeing.	Keeping safe in different situations including responding in emergencies and first aid.	Protecting the environment; compassion towards others.	Different media types, their role and impact.

AUTUMN -
RELATIONSHIPS

SPRING -
HEALTH AND WELLBEING

SUMMER -
LIVING IN THE WIDER WORLD

	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Belonging to a community	Media literacy and digital resilience
CLASS 5	Attraction to others; romantic relationships; civil partnership and marriage.	Recognising and managing pressure, consent in different situations.	Expressing opinions and respecting other points of view, including discussing topical issues.	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.	Physical and emotional changes in puberty; human reproduction and birth; increasing independence.	Keeping personal information safe, drug use and the law; drug use and the media.	Valuing diversity; challenging discrimination and stereotypes.	Evaluating media sources; sharing things online.
CLASS 6	Diversity prejudice and bullying.	Self worth, romance and friendships (including online) and relationship boundaries. Personal safety		Personal safety in and outside school, including first aid.	Healthy routines, influences on health, puberty.	Unwanted contact and consent.	Digital communities. Online safety, digital literacy.	
CLASS 7	Discrimination in all its forms, including racism, religious discrimination, disability, sexism.	Consent, "sexting" and an introduction to sexual relationships.	Responding respectfully to a wide range of people; recognising prejudice and discrimination.	Alcohol and drug misuse and pressures relating to drug use.	Mental health and emotional wellbeing, including body image and coping strategies.		Digital communities, digital literacy, online safety, media reliability and gambling hooks.	

	AUTUMN - RELATIONSHIPS		SPRING - HEALTH AND WELLBEING		SUMMER - LIVING IN THE WIDER WORLD
CLASS 8	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes.	**Intimate relationships** Relationships and sex education including consent, contraception.	**Peer influence, substance use and gangs** Healthy and unhealthy friendships, assertiveness, substance misuse and gangs.	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, first aid.	**Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising and the internet.
CLASS 9	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of media and pornography. Contraception and the risk of STIs. Consent, "sexting".	**Addressing extremism and radicalization** Communities, belonging and challenging extremism.	**Mental Health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.	**Exploring influence** The influence and impact of substances, peers, role models and the media, including online.	**Work** Preparation for and evaluation of work experience and readiness for work.
CLASS 10	**Identity and relationships** Gender identity, sexual orientation and related discrimination. Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.	**Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.	**Building for the future** Self-efficacy, stress management, independence, and future opportunities.	**Independence** Responsible health choices, and safety in independent contexts.	**Next steps** Application processes, and skills for further education, employment and career progression.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • 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
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	*e.g.: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom*