

CHAFYN GODOLPHIN



RELATIONSHIPS & SEX EDUCATION POLICY

Review: August 2026
Next Review: September 2027
Reviewed by: Head, Heads of PSHE in Prep and Senior

What is Relationship and Sex Education?

The purpose of Relationship and Sex Education (RSE) is to give children and young people the skills, knowledge and understanding that they will need to be safe and healthy, to make responsible decisions about their life, to learn to respect themselves and others and to move with confidence from childhood into adolescence and adulthood. It is centrally concerned with supporting children and young people through their physical, emotional and moral development, helping to ensure they develop resilience, know how and when to ask for help and where to access support.

RSE should enable children and young people to understand and accept themselves and others. It should help them to recognise that people are different from one another and to appreciate and value those differences. It should also enable them to understand what will be important to them in a successful relationship and how to communicate this effectively. It should also give children and young people the knowledge and skills to prevent prejudice and to challenge it where it occurs. It is not the role of RSE to promote any particular sexuality, rather RSE should seek to promote respect for and acceptance of others, whatever their sexuality, and to challenge prejudice based on gender, sexuality or any other protected characteristic in line with the UK Equality Act (2010).

Our RSE programme is designed to help pupils discuss and deal with difficult social and moral situations that they may be encountering in the present or may encounter in later life, to make considered choices that are right for them, and to be better able to resist social pressures in relationships of all sorts. It should enable them to recognise how their own behaviour could inappropriately create pressures on others and to understand how to avoid this. At the appropriate ages, this should include proper teaching of consent, both legally and morally.

Relationship and Sex Education enables pupils to learn about:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) intimate and sexual relationships, including sexual health.

Relationships and sex education will only use teaching and materials which are appropriate to the age and the religious background of the pupils receiving it.

Parental, staff and pupil involvement regarding the policy

The school consult with parents, staff and pupils on an annual basis via the School newsletter in the Senior and via the year group information booklet in the Prep. Chafyn Godolphin engages students when updating the policy, through a meaningful student voice process.

Parental right to withdraw children

Parents have the right to withdraw their child from some or all the sex education delivered as part of statutory RSE (except from sex education taught under the science curriculum), but not from the relationships education.

Any parent wishing to withdraw their child from these lessons should inform the Head and the Head will get in touch to discuss parents' concerns and clarify the nature and purpose of the curriculum and the content that will be covered.

The school will respect the parents' request, after discussion, to withdraw the child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

For the vast majority of pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Head will want to take a pupil's SEND into account when making this decision.

If a pupil is withdrawn from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Teaching and Learning Objectives

RSE focuses on giving young people the information they need to develop safe, healthy, nurturing relationships of all kinds: supportive family relationships, good friendships, good colleagues, successful marriages or civil partnerships or other types of committed relationship. It also covers contraception, sexual health, developing intimate relationships and resisting pressure to, and not applying pressure to, have sex.

It is important that pupils understand how good relationships, underpinned by respectful behaviours, can have a positive impact on their mental wellbeing, and that they can identify when relationships are not right or are harmful (both on and offline), and how such situations can be handled. Applicable law is taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

There is a strong focus on the importance of self-respect and respect of others. This includes the reasons for delaying sexual activity, alongside supporting people to develop safe, fulfilling and healthy sexual relationships (regardless of sexual orientation) at the appropriate time. Young people should feel they can ask questions in a safe environment, and there are opportunities for these issues to be raised anonymously if needed.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are also addressed sensitively and clearly. The physical and emotional damage caused by female genital mutilation (FGM) is also covered, and how to seek support.

Sexual orientation and gender identity are explored at a timely point and in a clear, sensitive and respectful manner. When teaching these topics, it is recognised that young people may be discovering or understanding their sexual orientation or gender identity. There is an equal opportunity to explore the features of stable and healthy same-sex relationships. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist is done in a way that respects everyone.

Prep

Organisation of RSE and who delivers RSE.

- RSE will be delivered to children in Y3, 4 & 5 within the PSHEE curriculum in classes. In the main, this subject is delivered by the form tutor (with occasional support from the head of PSHEE and the Health Team). In Y6, PSHE is taught in the main by the head of PSHE.

RSE is not delivered in isolation but firmly embedded in the PSHE curriculum, and also supported by other curriculum areas including TPR and Science.

The RSE specialist will access courses and INSET opportunities to assist other staff involved in the delivery of RSE.

See Appendix 2 for more detail about what is taught within KS1 (Reception – Y2) and KS2 (Y3-6).

RSE is delivered:

- In mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups eg. Management of periods in school.
- During some tutor time activities with an emphasis on being safe, raising self-esteem, self awareness and community values.
- By external agencies helping us to deliver RSE.

Relationship and sex education will only use teaching and materials which are appropriate to the age of the pupils receiving it.

Assessment & Evaluation of Learning and Teaching

Assessment of RSE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

Various methods for assessment include:

- Peer assessment
- Self assessment
- Quizzes
- Mind Mapping (at the end of topics)

Teachers delivering RSE should constantly evaluate their lessons to inform future planning.

Senior

We continue to develop pupils' knowledge on topics covered in Prep and in addition cover the following content by the end of Year 11.

Families	Pupils should know: ▪ 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 and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ▪ Why marriage is an important relationship choice for many couples and why it must be freely entered into. ▪ The characteristics and legal status of other types of long-term relationships. ▪ The roles and responsibilities of parents with respect to the raising of children. ▪ How to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
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Respectful relationships including friendships	Pupils should know: ▪ The characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ▪ 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 tolerance and respect to others and others' beliefs, including people in positions of authority. ▪ 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.
Online and media	Pupils should know: ▪ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. ▪ 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 often 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	Pupils should know: ▪ 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 (on and offline).
Intimate and sexual relationships including sexual health	Pupils should know: ▪ 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 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. ▪ How 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.

RSE is taught by experienced PSHE teachers.

A baseline assessment is carried out at the start of a new topic and there is always an opportunity to ask anonymous questions to be answered the following lesson.

We use differentiated resources in order to support SEND pupils.

Teaching of RSE respects the religious and ethical beliefs of our pupils and their parents. The religious background of all pupils is taken into account when planning teaching and materials, so that sensitive

topics are handled appropriately, and that all relationship education teaching meets the requirements of equality law.

Some pupils are more vulnerable to exploitation, bullying or sexual violence, for example, and as such we may consider taking positive action to support particular groups where necessary.

Complaints

Any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure.

Monitoring and Review

This policy is monitored and reviewed annually by the Heads of PSHE. The Heads of PSHE are responsible for ensuring that the resources and curriculum are kept up to date.

The Head monitors this policy on a regular basis and reports to the LGB on the effectiveness of the policy, as required. There is a member of the LGB with oversight of RSE.

By the end of Y6, pupils at Chafyn Grove will know:

Families and people who care for 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 other 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 for them. ▪ 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/civil partnership 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, 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, how to manage these situations and how to seek help or advice from others, if needed.
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 (in all contexts, including online) they may encounter who 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 self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. ▪ Where to get advice from e.g. family, school and/or other sources.

In addition, specific Sex Education will have covered:

By the end of KS1 (Reception – Y2):

- Growing and changing, differences between each other, privacy, independence, respect, the belief that each person is special, acceptable physical contact.

By the end of KS2 (Y6)

- Positive healthy relationships, acceptable/safe touching, my feelings, asking for help, gender and sexuality, challenging gender stereotypes, body image and the media, puberty (emotional and physical changes), becoming independent, where do I come from?

Chafyn teaches RSE as a spiral curriculum.