



# RSE Policy

## 2024 - 2025

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*Relationships*

*Resilience*

*Respect*

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## Moorbridge Vision, Values and Ethos

<i>'Building Bridges to Success.....'</i>	
<b>Respect</b>	Personal Development and Strategies to Succeed in life
<b>Relationships</b>	Positive Relationships, memories and developing morals
<b>Resilience</b>	To educate, empower, achieve, progress and

Our Vision, values and Ethos are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils to be confident, happy citizens.

The happiness and wellbeing of each child is central to the ethos of the school. Children are encouraged to cooperate with one another, respect diversity and treat others as equals.

We are a highly motivated and caring team. We are committed to providing opportunities for all our learners to develop into citizens who form good relationships, are respectful compassionate citizens, who contribute positively to the wellbeing of others and society and develop resilience in a variety of different situations.

### Ethos

We aim to achieve our Vision by the following Ethos:

- Creating a school where everyone is safe, happy and healthy and where everyone strives to live by our 3 core values (Relationships, Respect, and Resilience).
- Creating a welcoming atmosphere where everyone is included and valued and where differences are celebrated.
- Creating a curriculum which inspires pupils to become confident and capable learners who are proud of their achievements.
- Nurturing a lifelong love of learning through exciting learning experiences and high quality teaching.
- Encouraging children to make positive and creative contributions to society.
- Working in close partnership with parents/carers, mainstream school and other professionals as well as the wider community to promote children's learning and well-being.
- Staff helping pupils to Recognise the support they need by giving them Reminders
- Staff Reassuring pupils to help them Regulate
- Staff helping pupils review situations and helping them to reflect.
- Staff helping pupils to Repair and reconnect.



RSE at Moorbridge is integrated into PCRSE which consists of the following courses–


- PSE,
- RSE,
- RE
- Citizenship

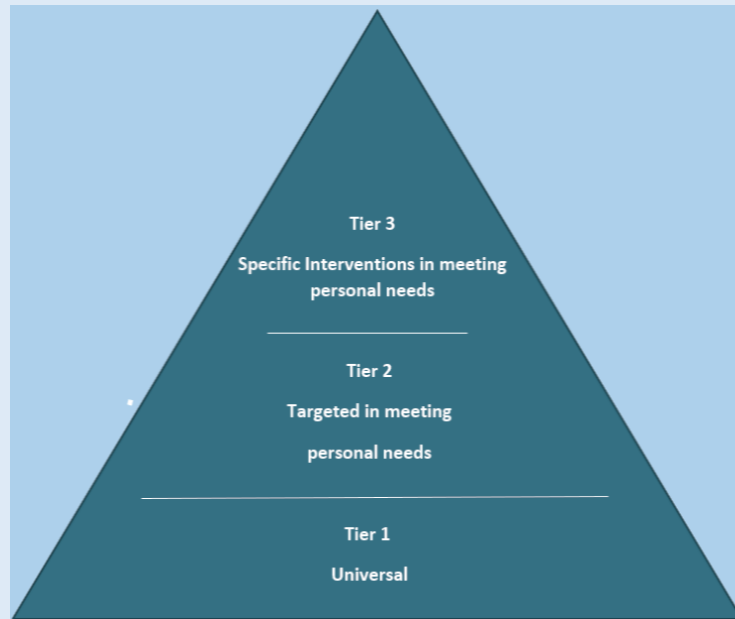
In addition to the explicit subject of PCRSE the topics are integrated into –

- Assemblies
- NCC – Level 2 Qualifications
- Deeper Learning Days
- Enrichment Opportunities

Our values of Respect, Relationships and Resilience are embedded in our teaching of Relationships and Sex Education (RSE). Our RSE aim is to empower pupils to develop respectful relationships, embrace diversity, and build resilience in navigating challenges they may face. By integrating these values into our RSE curriculum, we strive to equip our pupils with the skills and knowledge to make informed decisions and foster healthy relationships throughout their lives.

PCRSE at Moorbridge has three distinctive tiers





**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


**Sex and Relationship Education at Moorbridge has three main elements:**

**Attitudes and Values**

- Learning the importance of values, individual conscience and moral choices
- Learning the value of family life as well as stable and loving relationships
- Learning about the nurture of children
- Learning the value of respect, love and care, exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about normal behaviour.

**Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively


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- Developing self-respect and empathy for others
  - Learning to make choices with an absence of prejudice
  - Developing an appreciation of the consequences of choices made
  - Managing conflict
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- Empower pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

### **Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy.

### **Statutory Requirements**

As a maintained secondary school, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#).



In teaching RSE, we must have regard to [guidance](#) issued by the secretary state, as outlined in section 403 of the [Education Act 1996](#).

**We must also have regard to our legal duties set out in:**

- Sections 406 and 407 of The Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

**At Moorbridge, we teach RSE as set out in this policy.**

### **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:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with management committee and ratified

### **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.

### **Curriculum**

Our curriculum is set out as per Appendix 1, but we will personalise where and when it is necessary.



We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

### Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, with many aspects also included in Personal Development (PD).

pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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 ensure 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, 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).


### Inclusivity

We will teach 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: Safe and supported, able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that is appropriate for them, for example in:

- A whole class setting
- 



- Small groups or targeted sessions
- 1 to 1 discussions
- Digital formats
- Careful consideration to the level of differentiation needed

We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns. This will be of particular importance in relation to Pupil Premium pupils as well as our pupils with special educational needs be it physical or learning. We will refer pupils to specialist support where we deem it appropriate.

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

### **Roles and Responsibilities**

#### **Governors/Management Committee**

The Governors/Management Committee will approve the RSE policy and hold the headteacher to account for its implementation.

#### **Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

#### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modeling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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

Those responsible for teaching RSE at Moorbridge are:

- Kimberly Bryce
- Rebecca Eagle

- Beth Richardson
- Anna Robe
- Amy Corbett
- Sarah Wilkinson
- Jenny Ford

### **Pupils**

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

### **Parents right to withdraw**

Parents have the right to withdraw their children 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.

The school is aware that the primary role in young people's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of young people at our school through mutual understanding, trust and cooperation. Parents have the right to withdraw their child from part of the sex and relationships education, but not that part covered in the statutory Science curriculum. If a parent wishes their child to be withdrawn from any aspect of sex and relationship education, they should discuss this with the Head Teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

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

### **Training**


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

The headteacher 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.

### **Monitoring Arrangements**

The delivery of RSE is monitored by Dominique Elliott, Assistant Headteacher through:

- Planning

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- Book Look
  - Learning walks
  - Student Voice and Forums

pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by SLT on an annual basis.

At every review, the policy will be approved by the Management Committee Resources Committee.



**Appendix 1 – Curriculum Map (KS3)**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Living in the wider world 1</b>	<b>Health and wellbeing 1</b>	<b>Sex and relationships 1</b>	<b>Living in the wider world 2</b>	<b>Health and wellbeing 2</b>	<b>Sex and relationships 2</b>
What are your aspirations and goals? What are your wants and needs? Who wants to be a millionaire. How to manage your money. Financial products Following a budget. National insurance and tax. What is the government? Voting and political parties How should the government spend money? Careers in government or finance.	What is poverty? How do people end up in poverty? What impact does poverty have on your health? How to avoid poverty? Human rights: Education Inspriational person: Malala Should we help others? Charity: unicef Careers in helping to reduce poverty: - Charity worker - Social worker Christmas fundraiser / food bank appeal / shoe box appeal	What is a relationship? What is the purpose of family? Gender equality and gender roles How to make and keep friends in a healthy way Bullying or banter Impact of bullying Treating others how you want to be treated. Sexuality Homophobia Inspirational person: Alan Turing	Why do we need human rights? Why were human rights created? Inspirational person: Anne Frank Anti semitism Racism Case study: Anthony Walker Forgiveness VS death penalty Careers in human rights: - Lawyer	Body positivity How do people express themselves? Religious clothing and accessories Obesity Tattoos / piercings Cosmetic surgery Eating disorders What is self harm and why does it happen? Is body modifications self harm. Careers in healthcare	How to spot a negative relationship. Domestic conflict. Running away from home. Why do people break the law? Crime Gangs and knife violence Aims of punishment Retribution, reformation and deterrence Careers in law - Police officer - Prison officer

**Appendix 2 – By the end of KS4 all pupils should know:**

Key Stage	Term	Theme/ Topic
KS4  PCRSE  (Personal  Citizenship,  Religious,  Relationship,  Social  Education)	Autumn 1	Healthy Relationships, prejudice, discrimination and bullying, Mental health.
	Autumn 2	Healthy intimate relationships, effects of substance misuse on relationships
	Spring 1	Online/Offline Safety, effect of equality and inequality on relationships
	Spring 2	Relationships and the community
	Summer 1	Rights and responsibilities

Summer 2

Sexual and reproductive health, relationships and personal identity

**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 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

<p><b>Respectful Relationships including friendships</b></p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>- 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)</li> <li>- 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</li> <li>- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>- What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
<p><b>Online and Media</b></p>	<ul style="list-style-type: none"> <li>- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>- 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</li> <li>- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>- What to do and where to get support to report material or manage issues online</li> <li>- The impact of viewing harmful content</li> <li>- 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</li> <li>- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>- How information and data is generated, collected, shared and used online</li> </ul>

<p><b>Being Safe</b></p>	<ul style="list-style-type: none"> <li>- 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</li> <li>- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
<p><b>Intimate and sexual relationships including sexual health</b></p>	<ul style="list-style-type: none"> <li>- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others</li> <li>- That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>- The facts about the full range of contraceptive choices, efficacy and options available</li> <li>- The facts around pregnancy including miscarriage · That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>- How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

