

# SWANBOURNE HOUSE

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THE *Stowe*  
GROUP



2C Relationships and  
(RSE)

Sex Education Policy

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Date	June 2023
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Custodian	Assistant Head, Pastoral/DSL/PSHE Lead



## MISSION and VISION

To unlock and develop the confidence and individual talents of each child.

1. To nurture every pupil, enabling them to be resilient and build self-worth, through the widest variety of opportunities.
2. To provide our pupils with an engaging, collaborative and progressive teaching and learning community based on mutual respect, an understanding of individual needs and the willingness to rise to challenge.
3. To ensure both day and boarding pupils are well prepared within the context of a character and values education for their next school and adult lives in a fast-moving and challenging globalised world.

### Policy Statement

This policy applies to all members of our school community, including boarders and those in our school setting. Swanbourne House is fully committed to ensuring that the application of this Relationships and Sex Education (RSE) policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Swanbourne House seeks to implement this policy through adherence to the procedures set out in the rest of this document. In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the PSHE Co-Ordinator and should be read in conjunction with the following documents:

- Safeguarding (Child Protection) Policy
- Personal, Social, Health and Economic Education (PSHE)
- Mental Health and Wellbeing Policy
- Anti-Bullying Policy
- Equal Opportunities Policy

This document is reviewed annually by the Director of Pastoral Care and the PSHE Lead or as events or legislation change requires.

### Definition of Relationships and Sex Education (RSE)

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

### Rationale and Ethos

High-quality, evidence-based and age-appropriate teaching of Relationships, Relationships and Sex and Health Education can help prepare pupils for the opportunities, responsibilities and experiences of adult life, both in the real world and online. The aim of Relationships, Relationships and Sex Education and Health Education is to give children and young people the skills, knowledge and understanding that they will need in order 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 know where to access support.

At Swanbourne House, we see RSE as just one part of a lifelong process of learning about relationships, emotions, sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Our overarching aim in RSE is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Our teaching of RSE should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

We aim to teach what is acceptable and unacceptable behaviour in relationships, to help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

### Teaching, Curriculum and Delivery

The topics covered within the RSE curriculum are wide-ranging and at times there may be understandable and legitimate areas of contention. This policy is designed to outline the purpose and content of RSE, whilst ensuring that all of the compulsory subject content is age and developmentally appropriate. We aim to teach RSE sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law and the legal implications of their actions. All topics will be delivered in a non-judgemental, factual way and allow scope for students to ask questions in a safe environment.

The curriculum addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This is informed by pupils' voice and in response to issues as they arise in the school and the wider community.

RSE at Swanbourne House is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. Through our PSHE programme we aim to foster the personal, moral, spiritual, social and cultural development of our pupils, as well as helping to enhance their ability to cope with life and its modern demands. We aim to encourage our pupils to become kinder, more confident, more thoughtful and more responsible citizens in the communities in which they live and work. In line with the Swanbourne Way.

### Responsibilities

RSE will be delivered by the PHSE Lead form tutors and selected staff members such as school nurses with professional experience in delivering this content. All resources are prepared by the PSHE Lead. Some of RSE content is taught by the Science Department as part of the Science curriculum and the school may also invite in appropriate experts to teach specific topics within the RSE programme.

We recognise that parents and/or carers play a key role in teaching their children about relationships and sex. The school aims to work with parents and carers to support them in preparing their children for happy and fulfilled relationships in adult life.

### Equality

Schools are required to comply with relevant requirements of the Equality Act 2010 and must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation [collectively known as the protected characteristics]. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE and other subjects.

We will consider whether it may be appropriate or necessary to put in place additional support for pupils with particular protected characteristics. We will take positive action to build a culture where sexism, misogyny, homophobia and gender stereotypes will not be tolerated, and any occurrences are identified and tackled.

The School will refer to the SEND code of practice, where appropriate, and will also be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can be particularly important for those with social, emotional and mental health needs or learning disabilities, and such factors will be taken into consideration when designing and teaching the RSE curriculum.

### Safe and Effective Practice

We will ensure a safe learning environment by requiring that certain 'ground rules' are established for each session and clearly understood by all those that take part. These may vary depending on the age of the students but are likely to include:

- Guidance on how potentially sensitive questions can be asked
- A general expectation of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room without due cause
- How staff will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature (they must not promise confidentiality)
- The promotion of 'distancing techniques' that encourage pupils not to personalise their questions or discussions.

The PHSE Lead should bring any non-urgent issues for discussion to the pupil's Personal Tutor or Form Teacher.

Any urgent and/or safeguarding issues must be reported immediately to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads in line with the school's Safeguarding (Child Protection) Policy.

### Terminology

Pupils will be taught the anatomically correct names for body parts, but slang and everyday terms used in social situations will be discussed; this will be part of a discussion about what is and what isn't acceptable language to be used. Ground rules are essential when discussing sensitive subject matter and staff will use strategies to enable pupils to feel comfortable to ask questions. If controversial questions are asked, the teacher will use professional judgement about how to answer them and pupils will be allowed to raise anonymous questions if preferred.

Swanbourne House recognises that because of the nature of the subject, sensitive and controversial issues are likely to arise. These may include, for example, abortion, emerging gender identity, sexuality and sexual abuse. These are dealt with within the framework of the aims of the school. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements.

### Safeguarding

Effective delivery of RSE necessarily allows students an open forum to discuss potentially sensitive issues, which may in turn lead to disclosure of a child protection issue. All Staff are trained in child protection and if they receive a disclosure or have any concerns about a pupil they need to log the concern on "My Concern" and should follow the School's normal safeguarding procedures as set out in the Safeguarding & Child Protection Policy.

Where visiting speakers are invited to support delivery of certain aspects of the RSE curriculum, they will be subject to the School's usual procedures for vetting visiting speakers. In addition, the School's PSHE Lead will brief them in advance regarding the School's safeguarding procedures and their RSE sessions will be attended by the PSHE Lead and relevant Personal Tutor or Director of Pastoral Care.

### Monitoring, Reporting and Evaluation

The quality of RSE education at Swanbourne House is monitored by the Director of Pastoral Care. This consists of pupil voice and learning walks and work scrutiny. The Deputy Head and Director of Pastoral Care meet annually to review and evaluate the PSHE and RSE programmes.

### Parents and Carers

This policy and the curriculum plan are made available to parents on the school website and a paper copy is available on request. Should parents or carers wish to discuss any aspect of the PSHE or RSE curriculum, they should contact the PSHE Lead and the Director of Pastoral Care.

### Right to Withdraw

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to review this policy. RSE is a vital part of the school curriculum and supports the whole development of the child.

Parents will not be able to withdraw their children from relationship education or Health Education. Parents will be able to withdraw their child from sex

education [other than the sex education which sits in the curriculum as part of Science].

Before granting any such request, the Head and PHSE Lead will meet with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

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

The School will keep a record of all such decisions.

### Foundation to Year 6

Families and people who care for me	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• That marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
Caring Friendships	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
Respectful	<p><b>Pupils should know:</b></p>

relationships	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</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 those in positions of authority.</li> <li>• <ul style="list-style-type: none"> <li>▪ 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.</li> </ul> </li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
Being safe	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults (in all contexts, including online) they may encounter who they do not know.</li> <li>• <ul style="list-style-type: none"> <li>▪ How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul> </li> <li>• 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.</li> </ul>



	<ul style="list-style-type: none"> <li>• Where to get advice from e.g. family, school and/or other sources.</li> </ul>
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## Year 7 and 8

Families	<ul style="list-style-type: none"> <li>• To explore the different forms which families can take, and the importance of tolerating and celebrating all family structures.</li> <li>• To consider the type of family they grew up in and might want to have in the future, including the importance of safe and healthy relationships.</li> <li>• To consider the influence their family has on their future aspirations, including their career path and knowledge of money and economics.</li> <li>• To understand where to seek support when they feel as though relationships are harmful or unhealthy.</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• To know what makes a good friend, including how to be a good friend, and to explore the changes that they might experience as they grow older.</li> <li>• To consider the implications of bullying or exclusive behaviour, how we might be more inclusive as peers, and where to seek support for ourselves or others if we are subjected to bullying or unkind behaviour.</li> <li>• To consider the ways in which we manage relationships of all kinds, including the different ways in which we speak to family, friends, peers, romantic partners and adults in various roles.</li> <li>• To understand how to behave when relationships break down, our emotional response to this change and how to move on in a healthy way.</li> <li>• To understand how to recognise unhealthy relationships and where to seek support should they need it.</li> </ul>
Online and Media	<ul style="list-style-type: none"> <li>• To consider the benefits of the internet, media and interconnectedness of our society. To know how to use and thrive in this environment safely.</li> <li>• To consider how the media and social media might be harmful emotionally and mentally, how this might affect them, and ways in which they can counter this harm.</li> <li>• To understand the law, and the risks, of online relationships, including the law around sexting and the sharing the intimate images.</li> <li>• To understand the importance of maintaining privacy online, of not sharing personal details, and of the extreme caution required when meeting people online.</li> <li>• To understand the benefits and risks of online and social media platforms such as video games and social media, on health, sleep, mood, academic performance, etc.</li> <li>• To understand how to report inappropriate behaviour and content online, and how to seek support if they need it.</li> </ul>

Being safe	<ul style="list-style-type: none"> <li>• To consider the risks they might encounter as they grow older, such as the risk of consuming cigarettes, alcohol or other substances.</li> <li>• To consider how they might manage peer pressure to do things which they deem as being unsafe.</li> <li>• To understand the rights and responsibilities they have as British Citizens, and how they must act in accordance with this.</li> <li>• To understand how to be safe in the online world, including in their use of social media, video games and video calling platforms.</li> <li>• To learn how to make effective decisions based on their perception of the risks they face in a variety of situations.</li> <li>• To know who to turn to for help and advise.</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• To understand the concept of consent and how to obtain and give consent in a variety of situations.</li> <li>• To understand the law around the Age of Consent.</li> <li>• To explore the emotional and physical considerations of intimacy and the importance of healthy relationships.</li> <li>• To consider a range of intimate relationships, including relationships within the LGBTQ+ community, and to understand the importance of acceptance of all people.</li> <li>• To understand a range of terminology which describes gender and sexual orientation.</li> <li>• In collaboration with their Science lessons, to understand the biology of intimate relationships, how babies are made, the menstrual cycle, preventing pregnancy and STI transmission.</li> <li>• To understand the ways in which their bodies are changing and how to manage these changes including hygiene, menstrual health and where to seek emotional support.</li> </ul>