Southview RSE Policy	
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Statement of Intent

At Southview School RSE is taught in a holistic way. In line with our overall curriculum, our students Special Educational and Physical needs will determine how RSE is taught. RSE will be driven by the needs, ability and interests of the particular class that is being taught. Although broad themes should stay the same, some aspects of the curriculum will not be suitable for all classes and pupils, and this should be left to an individual teacher's discretion.

RSE is interwoven throughout our PSHE and citizenship teaching, our ASDAN units, promoting British values, E-safety lessons and within science lessons. As such, the content of our RSE curriculum will be accessed throughout each school year.

It starts with pupils being taught what a positive relationship is, what friendship is, what family means and who the people who can support them are. From the beginning pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking, giving consent and the concept of personal privacy.

Pupils with SEND are more vulnerable to exploitation and it is important that they have the confidence and tools to make their voice heard. They should also be aware that they can decline intimacy at whatever age they are. It is particularly relevant to develop an awareness of the difference between the necessity of having their personal care needs met and unwelcome, inappropriate touches. RSE lessons will enable pupils to recognise different types of abuse and know how to report concerns. Through PSHE lessons and a focus of social skills, pupils will be 'taught' how to build strong and positive relationships, manage and self regulate their emotions and resolve conflict. In a school wide context this will foster the development of resilience, self-belief and perseverance. Pupils may have social, emotional or mental health needs and therefore, mental health well being and the teaching of social skills underpin our vision. Our school's over arching aim for our pupils is that they can voice their opinions, are tolerant and have the knowledge and personal attributes in order to be safe as adults.

The outcomes for Relationship Education contained in the new statutory guidance are expressed as 'by the end of primary school pupils should know....'

They are not allocated to a particular key stage or year group. Schools therefore can decide what is appropriate for each key stage and class group. When delivering RSE lessons teachers are mindful that content will need to be differentiated and personalised.

Lessons are sensitive, age appropriate and, most importantly, developmentally appropriate. To this end, the **specific teaching** of intimate and sexual relationships, including sexual health, will be taught in Key stage 5 whilst in college although pupils will be taught body awareness/body changes earlier. The college phase will continue the work that has begun further down in the school preparing for adulthood, including employment, independent living and participation in society. In many cases RSE is woven into EHCP targets under social and emotional well being. The strand under which RSE is covered in college is called 'Developing and Managing Social Relationships'.

The school will always aim to educate students and encourage them to ask questions. Where questions fall outside the scope of our curriculum, teachers will:

- Acknowledge the question and thank the pupil for asking

- Suggest the pupil discusses this with their parents/carers or a trusted adult

- Signpost to appropriate support services where needed

- Work with parents to agree how to proceed appropriately

We recognise that children whose questions go unanswered might turn to inappropriate sources of information, including online, so we aim to support pupils while respecting parental rights.

Intended Outcomes across the School- Preparing for Adulthood

Pupils will be able to form positive, healthy relationships of different kinds.

Pupils will know how to keep safe in different situations including to be able to recognise potentially dangerous situations online

Pupils will have the confidence to make their needs and wishes known using the means of communication that is available to them.

Pupils will have an understanding that there are many different types of families and relationships.

Pupils will gain an understanding of stereotypes and prejudice.

By the end of Key Stage 5, pupils will know about intimate sexual relationships including sexual health appropriate to their need and understanding.

By the end of Key Stage 5, pupils will be taught what the law says about sex and relationships appropriate to their need and understanding.

What will be taught to children within the Relationships Education/RSE curriculum?

By the end of Key Stage 4

Families and people who care for me

Pupils should know

- That families of all kinds 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

Pupils should know

- 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.

Respectful relationships

Pupils should know

- 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

Pupils should know

- 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.

Sex Education
Pupils should know

- Proper names of body parts and differences between boys and girls
- Bodily and hormonal changes in puberty (at a level which is appropriate)
- The human life cycle and how a baby is conceived (if appropriate)

By the end of College (for those it is appropriate for):
Schools should continue to develop knowledge on topics specified for earlier on in the school as required and in addition cover the following content by the end of college:

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 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.

Respectful relationships, including friendships
Pupils should know

- 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.

Online and media
Pupils should know

- 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
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 (in all contexts, including online).

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 and menopause.
- 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.

Who delivers RSE?

Teachers and HLTAs will deliver the lessons in class. Lessons will be planned using resources from Cambridgeshire PSHE Service, which the school has deemed most appropriate for the bespoke needs of our students.

Our current curriculum plan for RSHE is being reviewed in line with the new legislation that comes into effect in September 2026. Parents will be informed of changes to the curriculum prior to implementation. Sometimes we may have outside agencies such as the NSPCC come in.

In Primary, the RSE curriculum is taught over 6 years as part of our rolling curriculum plan under the following topics:

	Autumn	Spring	Summer
Primary	**Positive relationships**	**Positive relationships**	**Keeping safe**,
	Keeping safe	**Growing and changing**	**Keeping safe**
	Similarities and differences	**Keeping safe**	**Similarities and differences**
	Positive relationships	**Positive relationships**	**Similarities and differences**
	Positive relationships	**Similarities and differences**	**Keeping safe**
	To identify special people (family, friends, carers)	**Growing and changing**	**Positive relationships**

In Secondary, the RSE curriculum is taught over 5 years as part of our rolling curriculum plan under the following topics:

	Autumn	Spring	Summer
Secondary	**Growing and changing**	**Keeping Safe**	**Personal Boundaries**
	Positive relationships	**Similarities and differences**	**Positive relationships Keeping safe**
	Growing and changing Keeping safe	**Keeping Safe**	**Personal Boundaries**
	positive relationships	**Similarities and differences**	**positive relationships Keeping safe**
	Growing and changing Keeping safe	**Keeping Safe**	**Personal boundaries**

Staff delivering RSE are trained to recognise that discussions about sensitive topics may lead to safeguarding disclosures. All staff will:

- Follow our child protection policy if concerns arise during RSE lessons

- Never promise confidentiality to pupils

- Inform pupils at the start of sensitive lessons about the limits of confidentiality

- Refer any concerns immediately to our Designated Safeguarding Lead / Deputy Designated Safeguarding Leads.

Where external agencies (such as NSPCC) deliver RSE content, we will agree safeguarding protocols in advance of the session, including how any concerns will be reported and managed.

Parents can request to view all RSHE teaching materials at any time by contacting Steve Baker (Curriculum and Assessment Lead), who monitors and evaluates the teaching of RSE

via the school office (admin@southview.essex.sch.uk). Materials will be made available within two weeks. We will also share materials in advance when teaching sensitive topics.

Explanation of right to withdraw

Sex education is not compulsory in primary schools and parents have the right to withdraw their child. Primary school that choose to teach sex education must allow the parents a right to withdraw their child from sex education which goes beyond the national curriculum for science.

Parents can only withdraw from "sex education" (not relationships or health education). Additionally, "relationships education may include topics related to preventing sexual abuse...without describing the detail of any sexual activity involved

From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal.

It is recommended that parents do not opt to withdraw their child from RSE lessons however as there are potential safeguarding issues associated around a lack of knowledge of scientific words, for example not being able to use the correct wording when referring to private parts.

If a child is withdrawn from sex education, the school will seek advice from parents on the most appropriate way to explain this to their child.

Requirements of school in law

All schools are required to comply with the Equality Act 2010. Schools are free to include a range of issues and ideas, however challenging or controversial. However schools must ensure that the way in which issues are taught does not subject individual pupils to discrimination.

At Southview School it is our aim to deliver all of the above where it is relevant and appropriate. Lessons are carefully personalised and differentiated according to the need, ability and developmental level of each pupil. Some of the above content will not be applicable for all our pupils, and teachers will use their professional judgement and knowledge of each individual pupil when delivering RSE lessons.