

Relationship and Sex Education Policy

Reviewed by: Sarah Fox, Jody Uchekwo

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Next review: September 2023

Related Policies and Documents: RSE Curriculum Map for Early Years, Lower School and Upper School (*in draft*); PSHE and SMSC Education Policy; Safeguarding & Child Protection Policy, Safeguarding and Child Protection Policy, E-Safety Curriculum Outline, Behaviour and Discipline Policy, Prevention of Bullying Policy, Curriculum Policy, Assessment Policy, Curriculum Framework and SEND Policy.

Endorsement

Full endorsement is given to this policy by:

Name: Joel Chalfen

Position: Cambridge Steiner School Trustee

Signed:



Date: September 2021

Cambridge Steiner School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Under the provisions of the Equality Act 2010, schools 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 these subjects. Everyone is unique and everyone is equal.

Aims

This policy sets out how Cambridge Steiner School supports the children's physical, emotional and moral development through its Relationship and Sex Education (RSE) programme.

Positive relationships and respect for differences are at the core of Steiner-Waldorf education. From the outset, every lesson and activity has a relationship aspect, which is consciously fostered by the teachers. Teachers strive to promote healthy, respectful relationships, focusing

on family and friendships, in all contexts, including online.

The delivery of RSE is holistic and inter-related. Our school spans the age range from 2 to 16 years, so any practice is age specific. Every day is an opportunity to work on social aspects and to navigate relationships, an integral part of the school experience. The importance of positive relationships is also highlighted in our *Behaviour and Prevention of Bullying* policies and should be read in conjunction with this policy.

From Kindergarten through to Class 5, the main focus is on Relationship Education, and the curriculum fosters a reverence for a common humanity, appreciation of differences and the natural world. The aim of our Relationship and Sex Education from Class 6 and onwards, is to continue to instil a strong sense of self and respect for others, to have a clear sense of what constitutes good relationships, to carry a reverence for sexual reproduction, alongside an understanding that some children are conceived in other, equally valid ways. We aim for our students to leave school confident to navigate the future challenges around not only wellbeing, relationships and choices about sex but keeping safe from unhealthy relationships, unwanted pregnancies and STI's, to be well trained in online safety, consent (Sex and the Law) and know how to access sexual health and wellbeing provision. In short, our aim is to prepare the students to be able to make informed decisions about their adult lives.

'Our highest endeavour must be to develop free human beings who are able, of themselves, to impart purpose and direction to their lives.' (Rudolf Steiner)

The RSE aspect of the education can be presented in three spheres. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes.

Ethics, values and attitudes

- developing an understanding of right and wrong and feeling for individual conscience
- developing love, care and respect for other people and for the natural world
- developing and nurturing stable relationships, which include friendships, marriage, civil partnership and families of different forms, including sole parents, as vital for the nurture of children
- exploring moral dilemmas with compassion
- developing willing, feeling and thinking to inform moral decisions
- developing resilience; the ability to stick to a task will enable the child to achieve goals and recover from set-backs and challenging periods in their lives

Personal skills

- developing empathy
- nurturing self-respect and self-worth
- promoting respect for others' feelings and boundaries

- managing emotions and relationships confidently and sensitively
- developing confidence in talking, listening and thinking about sex and healthy relationships
- communicating effectively using correct language
- appreciating that choices have consequences for oneself and others
- managing conflict
- learning how to recognise exploitation and abuse
- distinguishing between different types of online content and making well-founded decisions

Knowledge of:

- What constitutes a healthy relationship
- physical development, including changes in puberty
- human sexuality, reproduction and sexual health
- biological differences between the sexes
- differences in sexual orientation and gender identification
- how the law applies to sexual relationships
- consent
- the effects of early, unplanned pregnancy
- contraception and abortion
- how to access relevant advice and support services

Content and Delivery

The Kindergarten and Class teachers will foster an open dialogue with their class and parents and will strive to answer children's questions honestly, in an age- appropriate manner. From entry to the school at Kindergarten through to Class 10 there are conversations between students and teachers about positive and healthy relationships with family, friends and the wider community. Through this, we aim for the pupils to develop an understanding about relationships that bring happiness and security and recognise those that do not and how to seek help. As a school we teach with sensitivity and care about how families are different and welcome all types of family structures such as single parents, LGBTQ+ parents, adoptive parents, foster parents or those who are co-parenting. We take care to ensure that there is no stigmatisation of children based on their home circumstances and needs, and to reflect sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Age-appropriate books and resources are available for the children in Kindergarten, class and school libraries which reflect a diversity of families. These resources are regularly reviewed.

Turn taking, treating others with kindness, consideration and respect alongside honesty and truthfulness are at the heart of our values that we foster in the children. We teach children how to establish personal space and boundaries, show respect and understand the differences

between appropriate and inappropriate or unsafe physical contact with consent at the centre of what we do right from the beginning in Kindergarten.

In Kindergarten the seasonal curriculum fosters a relationship with nature through activities, stories, song and verse. The mixed age groups create opportunities for dynamic relationships, the younger look up to the example of the older child and the older nurture the younger. Through stories, imitation of the teachers' example and golden rules such as 'gentle hands', 'kind words' and 'everyone is welcome,' expectations for positive relationships are made clear. From Kindergarten, respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. In Kindergarten, the message about which body parts are private is reinforced.

From Kindergarten and up into the Lower School general nature study with an emphasis on the beauty of the interconnected natural world takes place and the fostering of healthy relationships is implicit in all activities and through imitation of the teacher. Social issues are dealt with through pedagogical and healing stories. The teachers have expectations of the children to learn to make good choices and make amends if someone is hurt.

Moving up through the school relationship education gradually becomes more explicit, following a pathway towards the relationships and sex education curriculum in the middle and upper years. All teachers and support staff take a role in the delivery of our integrated RSE curriculum. Content is woven into the Main Lesson themes, as well as the subject lessons. Some themes are brought in RSE focused stand alone lessons. The class teacher helps to coordinate delivery and monitor curriculum coverage for their class. At times other invited guest speakers might be involved in delivering certain aspects of the curriculum.

At Cambridge Steiner School, we check visitor's credentials along with ensuring their planned programme fits with the school's ethos. The visitor will be given a full briefing of our safeguarding policy and be informed of what to do if a safeguarding disclosure takes place.

The Class Teacher will work with parents, the SENDCo and RSE Lead to ensure that the RSE curriculum content is made accessible to all pupils, including those with special educational needs.

As outlined in Appendix 1, Relationships Education in Kindergarten to Class 5 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 our secondary school pupils 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 our **Curriculum Map for Early Years, Lower School and Upper School**.

Roles and Responsibilities

The Trustee Board

The Trustee Board will approve the RSE policy, and hold the School Leadership Team to account for its implementation.

The Education Manager

The Education Manager, in partnership with the RSE Lead, sets out the Relationships and Sexual Education policy and ensures that that support is given to the teachers who are responsible for implementation. Teachers share their work in Department Meetings and Faculty. The Designated Safeguarding Lead is involved when a disclosure is made as per our Safeguarding and Child Protection policy.

The School Lead is responsible for:

- Supporting staff to deliver RSE through effective training
- Managing requests to withdraw pupils from non-statutory/non- science components of RSE
- Appointing an RSE Lead to help coordinate curriculum development and delivery
- Liaising with the RSE Lead and providing support where needed

The RSE Lead is responsible for:

- Promoting the subject, its importance, and the value that it brings across the school
- Maintaining a good understanding of how well the subject is being delivered and the impact it has for pupils
- Using this understanding to feed into the school development plan and produce an action plan for the subject
- Promoting pupils' spiritual, moral, social, cultural, physical and mental development alongside universal human values in the teaching of the subject

- Consulting pupils, parents and staff about the subject and its effectiveness, and assessing the feedback against the school's values, visions and aims
- Working with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND)
- Working with the Early Years Foundation Stage (EYFS) leader to understand how the subject is developed at the EYFS and to support the EYFS
- Liaising with the SWSF/ sister schools on subject-related events, projects and activities
- Developing and reviewing regularly the vision, aims and purpose for the subject area
- Overseeing the planning of the curriculum content (planing trawls), ensuring it is well sequenced to promote pupil progress
- Ensuring the planned curriculum is effectively and consistently implemented across the school
- Making sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Holding team meetings on the subject (minimum termly) to keep staff informed of any developments or changes
- Providing support to staff regarding teaching and learning, resources, and planning in the subject area
- Monitoring teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school
- Auditing, checking and managing resources to ensure they are up to date and match pupil and curriculum needs
- Supporting teachers to prepare appropriate resources for remote learning to ensure the curriculum can be delivered to pupils learning from home due to coronavirus

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Engaging with RSE training provided by the school
- Modelling 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

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 a member of the School Leadership Team.

Pupils



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

Working in partnership with parents

At Cambridge Steiner School, we want to work in partnership with parents to help deliver an effective relationship and sex education. We encourage the parents to have healthy conversations at home about this subject. The school will uphold the relevant provisions of the Equality Act 2010, under which religion or beliefs are “protected characteristics”. It is school policy not to use "shocking" material in any part of the school, but to create an atmosphere of trust and security and teach from beautiful blackboard drawings, in keeping with the sense of reverence from previous years.

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-science components of sex education within RSE.

When a parent would like to withdraw their child from this part of the curriculum the request should be in writing (see Appendix 3) and a meeting needs to be held between teacher, a member of the School Leadership Team and parent to discuss the content and purpose of the curriculum before it will be respected. A copy of withdrawal requests will be placed in the pupil’s educational record.

A member of the School Leadership Team will discuss with individual parents if they are concerned or would prefer their child not to participate. The School Leadership Team will reiterate the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. These could include any social and emotional effects of being excluded as well as receiving misinformation from other children. We strive for all the students to hear the same thing rather than versions that their peers might report to them if a child is not present for certain talks.

If a pupil is excused from sex education, it is the school’s responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Confidentiality and Advice

We appreciate that younger children will ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out in the Sex and Relationships curriculum. The teacher is trusted here to give an honest but age appropriate response that is in line with the curriculum. We want to strike a balance between honesty and ensuring the child does not seek out answers from inappropriate sources such as the internet or older children.

At Cambridge Steiner School, we acknowledge that children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Our teaching, as ever, takes into account these differences and will allow for the potential for discussion on a one-to-one basis or in small groups.

If information is sought in a casual way the relevant teacher may offer advice but anything more specific would be referred to health professionals.

Confidentiality will only be broken if the welfare of the student is at risk, and the student would be informed beforehand about the duty to share child protection concerns with the DSL.

Child Protection

There might be a rare case where a teacher receives information that an under 16 year-old is having, or is contemplating having, sexual intercourse. Steps to be taken are:

- If the child is under 12 years old, it is always a child protection issue, and Designated Safeguarding Lead (DSL) needs to be informed so that sensitive arrangements can be made for parents to be informed and family can receive support.
- The child from 12 years old and up, will be, wherever possible, persuaded to talk to parents. Only in exceptional circumstances can the teacher handle such information without parent's knowledge and DSL, SLT and trustees should monitor frequency.
- Any child protection issues are addressed. The child needs to be aware of the law. The child is accurately informed about contraception and precisely informed where to access contraception and advice services.
- The school has a Designated Safeguarding Lead to deal with events that might endanger the physical, emotional and/or sexual well-being of any student. The DSL will seek appropriate advice from the Local Authority regarding individual cases of disclosures.

Monitoring Arrangements and Policy Development

This policy has been developed in consultation with staff, trustees, pupils and parents. The school will review this policy bi-annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews. The policy is ratified by the Teaching & Learning Committee and is available on the school website.

Appendix 1

Primary school pupils should 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 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.

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 * 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

Secondary School 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 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.

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).

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 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.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example: • marriage • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • extremism/radicalisation • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • hate crime • female genital mutilation (FGM)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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	<i>Include notes from discussions with parents and agreed actions taken.</i>
Staff signature	