

## **Relationships and Sex Education Curriculum**

Norwich Steiner School provides a broad and balanced education, based on the Steiner ethos and curriculum, in mixed aged classes, for pupils aged between 3 and 19 years of age, and it is important that the teaching team deliver an appropriate curriculum of Relationship and Sex Education (RSE) and sensitive support and guidance for all of the children within the school.

At Norwich Steiner School we are committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and RSE is an integral part of this education. We endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all people and develop caring and sensitive attitudes. It is in this context and in partnership with parents, that we provide our children and young people with a positive and prudent sexual education compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Steiner vision of education and the human being.

RSE enables young people to understand human sexuality and to respect themselves and others; to mature in an unforced, balanced way; to build confidence and self-esteem in understanding the joys, risks and responsibilities inherent in beginning sexual relationships.

RSE is brought naturally and gradually, in an age and developmentally appropriate way, all through our school- the building blocks of fairness, care and respect for each other and our environment forged in kindergarten are extended through lower school as the children are gently prepared for the physical and emotional changes and challenges of puberty, and into upper school where older pupils are in the midst of their sexual and emotional awakening as they make the transition from childhood and become young adults.

Our children and young people are exposed to increasingly explicit and pervasive sexual imagery and content in a wide array of media, and are often presented with distorted and inaccurate representations and expectations of bodies, sex and relationships. It is therefore imperative that the heart of what we bring to the children concerning puberty, sexuality and relationships is pertinent, appropriate, broad in scope and open to the children's own questions. This will support them in making sense of the sexual imagery and messages surrounding them, in clarifying and strengthening their own values, and will enable them to understand and deal

appropriately and confidently with social and cultural pressures, understand risk and to make informed, safe and caring choices.

While it is important to note that in teaching young people about sex and relationships we do not assume that they are, or will soon be, sexually active, we equally recognise that for some children certain parts of this policy will come too late. It is therefore important that parents contact the teacher with any relevant information concerning their child's development.

### **Delivery**

Although questions around sex and relationships may arise spontaneously inside and outside of the classroom, and will be addressed appropriately, before Class 6 (11-12 years old), we feel the beginnings of formal sex education at this school should begin during the Class 6 academic year.

RSE will be delivered via an integrated, spiral curriculum with a year-by-year approach, graduated by age and developmentally appropriate, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated and preparing pupils for life in modern Britain. The three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum. All staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills. Pupils will be offered a balanced programme with a range of viewpoints on issues and clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour.

Delivery of RSE will take into account the developing constellations and maturity of the children in the combined age classes, and is accessible to all pupils, including those with special educational needs or cultural requirements. Information and materials will be age appropriate, correct, inclusive, consistent, up to date, and will provide positive, healthy and unbiased messages. Stereotypical, sexist or prejudicial ideas about gender, sexuality or culture will be challenged, and appropriate content will be brought to reflect the experiences and needs of LGBT pupils. Teachers will be sensitive to the needs of individual pupils and will teach in a way that does not subject pupils to discrimination. Teaching methods will be adapted to meet the varying needs of this group of pupils and pupils with particular difficulties will receive appropriately differentiated support in order to enable them to achieve mature knowledge,

understanding and skills. Flexibility is provided so that teachers may pick up on and respond to specific issues and topics arising as well as the individual needs of pupils.

We will promote a safe, healthy, positive atmosphere in which RSE can take place, ensure that pupils may ask questions and be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Teachers should advise the pupils before the lesson that if they find something uncomfortable they may leave quietly and without comment to a destination agreed by the teachers beforehand. Teachers will establish ground rules for confidentiality, and be clear that if they are concerned about a child then they would need to talk to another adult in order to be able to help. If a pupil asks a difficult question during a whole class session, staff will use the question box approach. Pupils' questions will be answered according to their level of maturity and understanding, with support from parents.

All pupils will receive the same information; however, where possible, opportunities will be made for pupils to discuss matters in single sex groups or individually. Staff may use their professional judgement as to answering sexually explicit questions in front of the whole class. All Pupils will be made aware of national sources of help and information as well as local sexual health services. The school cannot give individual advice on contraception, and pupils will be encouraged to talk to their GP, parents or sexual health services as appropriate.

### **Safeguarding**

Teachers should inform the safeguarding team when RSE lessons are to take place, and if a teacher suspects that a child or young person is a victim of or is at risk of abuse will follow the school's safeguarding policy and immediately inform the designated safeguarding lead.

### **Curriculum Overview**

RSE is introduced gradually through the curriculum as the children are encouraged to respect and care for each other, recognise that we are not all the same, and that we all have rights to feelings privacy. Fairness and the morality of right and wrong are developed. Children start to build up the vocabulary and confidence to talk openly and positively about emotions, relationships and their bodies.

Class talks about friendships, relationships, self-esteem, health, privacy and internet safety take place throughout lower school, as appropriate, and supplement the RSE curriculum.

**In Kindergarten** the routines of the day, observation, play and stories support the children's development in:

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

**From age three:** Children are taught the differences between boys and girls, naming body parts with the correct scientific words, what areas of the body are private, and the difference between good touches and bad touches.

**Age four to six:** From this age children should be able to identify safe situations and those which may be risky, like other children or adults taking improper photographs of them. They should be able to identify trusted adults (both at home and school) who they can talk to if they feel worried. Within this age group they should understand about different types of families, including those with same sex parents. The emphasis being on all different types of families.

### **In Lower School**

Formal RSE lessons in lower school are supported by a qualified biology teacher, with a broader perspective being brought to the children by the whole teaching team during other lessons and school activities. Teachers build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. This will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Teachers may use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

**Age six to eight:** Understanding the importance of boundaries within friendships and personal relationships is important, including online and through technologies such as mobile phones and games. They should know what films, programmes and online content

they should and shouldn't be watching, in addition who to tell, if someone encourages them to watch inappropriate content (this can be a grooming tactic).

**Age eight to nine:** By this age children need to be taught about the emotional and physical changes of growing up, coping strategies for different emotions, as well as looking after their bodies and the onset of puberty. We find that some girls may even be starting their periods in class 4, so it is critical that they have this knowledge at this age. A gentle introduction to reproduction can be given, this is the point at which we find we are able to tell children before they have received a muddled version from an older sibling or peers who may have been looking online for the definition of "sex".

Whilst some parents and teachers may question this age, it is important to know that 'sex' is spoken and sung about, widely in the media including in pop music aimed at children. If children type this simple word into the internet to find out what it means they will be presented with graphic and often disturbing images, so it is better to educate the children in a gentle age appropriate manner, than to leave them hungry for information.

**Age nine to 11:** At these ages it is important to review the previous information taught, as children tend to absorb and retain elements of the information when it is of relevance to them. So we allow children to ask more questions, to ensure they understand what they have been taught and fill in any gaps in knowledge. They will often want more details on conception, how babies (including twins) develop and are born. Sometimes they ask how people can get germs from sex and how they can be prevented, or there may be curiosity about feelings or body image – each group is different.

**Age 11 to 12:** For these secondary aged pupils, the reinforcement of previous information is critical to ensure all pupils have a good foundation. In addition, further information on personal safety, potential grooming and exploitation scenarios are delivered in a realistic but age appropriate way.

**Age 12 to 13:** Sex and the law will be introduced as a topic, identifying risky behaviour and consequences, including pregnancy myths, alcohol, technology, rights and responsibilities. Sexual orientation, information on growing up gay, challenging homophobia as well as concepts of gender stereotypes. Information for boys on safe ways to access information about relationships and sex is crucial as several may have already viewed pornography at this stage. Myth busting between media and real-world representations of sex and gender stereotypes is beneficial for both boys and girls. Yet again, at this age group technology and internet safety need to be reinforced and discussed, CSE (child sexual exploitation) can be further highlighted, along with FGM (female genital mutilation)

Honour Based Violence and Arranged Marriage.

### **Upper School**

In upper school the class guardian will bring RSE content, supported by the biology teacher and professionals from external organisations as required.

**Age 13 to 14:** Topics at this age group include self esteem within relationships, confidence, communication skills and consent including the effects of alcohol and behaviour in relationships. Contraception will be covered, including the modern methods and their local availability. Information on sexually transmitted infection and their effects, including long term risks, safer sex, including condom information and practical demonstrations are all recommended. Further insight into parenthood and the effects of an unplanned pregnancy on potential fathers and mothers is also included.

**Age 14 to 15:** Looking at boundaries, what's the difference between flirting and sexual harassment? Identifying abusive relationships as well as identifying the elusive "perfect partner". Further information on the realities of pregnancy and parenthood, including the physical impact of pregnancy, plus the social and economic price that young parents pay.

**Age 15 to 16:** Recapping on previous topics as well as allowing students to lead the discussion by asking anonymous questions or through open discussion.

LONG-TERM OVERVIEWS

		Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
		Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
KGN 5&6	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules change; restrictions; help us; keeping online	
	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety differences; environmental risk and safety at home; emergency	
Class 1	What makes a family; features	Personal boundaries; safely	Recognising respectful	The value of rules and laws; rights,	How the internet is used;	Different jobs and skills; job steps	Health choices and habits; what	Personal strengths and	Risks and hazards; safety in	

	of family life	responding to others; the impact of hurtful behaviour	behaviour; the importance of self-respect; courtesy and being polite	freedoms and responsibilities	assessing information online	reotypes; setting personal goals	affects feelings; expressing feelings	achievements; managing and re-framing setbacks	local environment and unfamiliar places
<b>Class 3</b>	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicine; household products; drugs; everyday
<b>Class 4</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping records; different situations including response in emergency first aid and
<b>CI</b>	Attraction to others; romantic relationships; civil partner-	Recognising and managing pressure; consent in different	Expressing opinions and respecting other points of view,	Valuing diversity; challenging discrimination and stereo-	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial	What affects mental health and ways to take care of it;	Human reproduction and birth; increasing indepen-	Keeping personal information safe; regulat



	ship and marriage	situations	including discussing topical issues	types		risks	managing change, loss and bereavement; managing time online	dence; managing transition	choices use and the drug use and media
--	-------------------	------------	-------------------------------------	-------	--	-------	---	----------------------------	--

	<b>Autumn 1</b> Health & wellbeing	<b>Autumn 2</b> Living in the wider world	<b>Spring 1</b> Relationships	<b>Spring 2</b> Health & wellbeing	<b>Summer 1</b> Relationships	<b>Summer 2</b> Living in the wider world
<b>Class 6</b>	<b>Personal Safety</b> Personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
<b>Class 7</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
<b>Class 8</b>	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence

Class 9	<p><b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p><b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p><b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p><b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media</p>	<p><b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism</p>	<p><b>Work experience</b> Preparation for and evaluation of work experience and readiness for work</p>
Class 10	<p><b>Building for the future</b> Self-efficacy, stress management, and future opportunities</p>		<p><b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p><b>Independence</b> Responsible health choices, and safety in independent contexts</p>	<p><b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	
Class 11						
Class 12						