

# London Steiner School

## Relationship and Sex Education

### Policy

Status – consultation with parents/guardians

#### 1. Legislation and Guidance

- [DfE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2019](#)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Keeping children safe in education](#)
- [Mental health and behaviour in schools](#)

#### 2. Introduction

‘To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.’<sup>1</sup>

#### 3. Context

*‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’*<sup>2</sup>

Relationship and Sex Education (RSE) is a particular aspect of the PSHE curriculum which is built on a foundation of good social and emotional education interwoven with specific information. The foundation of the Steiner/ Waldorf curriculum is built on fostering health, and developing resilience and character in preparation for modern life. This outlook is commensurate with the three core

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1. <sup>1</sup> [DfE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2019](#) p.8

2. <sup>2</sup> [DfE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2019](#) p.4

themes of the PSHE curriculum: Health and Wellbeing; Relationships; and Living in the Wider World.

PSHE and by implication RSE can be seen to have a three-tiered approach:

1. Specific information relating to the topic being taught.
2. Bedrock PSHE content which focuses on the social and emotional education of the pupils
3. A whole school approach, whereby the school models the behaviour in all its interactions.

Specific information relating to PSHE, and particularly the RSE component, must be taught in an imaginative, sensitive and age appropriate way. In LSS the class teacher knows the children well and can build on what is brought from home by approaching topics inclusively and with sensitivity. Specific information relating to the online world and RSE, however, change rapidly, and our dedicated PSHE teacher ensures teachers remain up to date, and will also teach specific content lessons when asked to do so by class teachers.

The Young Foundation identified a core set of social and emotional capabilities / skills that are of value to young people.<sup>3</sup> These are transferable skills, and are determined to be critical in enabling young people to fulfil their potential and make a positive transition to adulthood and independence. They are a particularly relevant set of skills to acquire for self-esteem which in turn fosters the foundation for forming healthy, mature relationships, both sexual and non-sexual. The Skills mentioned are:

- Managing Feelings – reviewing, self-awareness, reflecting, self-regulating, self-accepting
- Communication – explaining, expressing, presenting, listening, questioning, using different ways of communicating
- Confidence and Agency – self-reliance, self-esteem, self-efficacy, self-belief, ability to shape your own life and the world around you
- Planning and Problem Solving – navigating resources, organising, setting and achieving goals, decision making, researching, analysing, critical thinking, questioning and challenging, evaluating risks, reliability
- Relationships and Leadership – motivating others, valuing and contributing to team working, negotiating, establishing positive relationships, interpreting others, managing conflicts, empathising
- Creativity – imagining alternative ways of doing things, applying learning in new contexts, enterprising, innovating, remaining open to new ideas
- Resilience and Determination – self-disciplines, self-management, self-motivated, concentrating, having a sense of purpose, persistent, self-controlled.

Our curriculum across all subjects, over the course of the eight years, puts great emphasis on providing a strong social and emotional education; self-esteem is key to succeeding in all areas of life.

#### **4. Overview of Specific Information Taught**

##### **Classes 1-5**

The focus is on relationships, friendship, respect, playing together and the building of self-esteem. As a school we advocate a screen free environment for children's healthy growth and

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<sup>3</sup> McNeil, B., Reeder, N. & Rich, J. (2012). A framework of outcomes for young people. London: The Young Foundation. As mentioned in

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/411492/What\\_works\\_in\\_enhancing\\_social\\_and\\_emotional\\_skills\\_development\\_during\\_childhood\\_and\\_adolescence.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/411492/What_works_in_enhancing_social_and_emotional_skills_development_during_childhood_and_adolescence.pdf)

development. We are aware, nevertheless, that children do spend time on line, particularly gaming. We therefore include emphasis on healthy online habits and interactions.

RSE in classes 1-5 is primarily taught by the class teacher, although the religion teacher may also bring up topics for discussion in classes 4/5 for example 'what would you do in this tricky situation?'

In the class 3 farming main lesson block, children will learn about reproduction in animals in the context of farming.

In the class 4 Human Being and Animal main lesson block, children will be taught elementary facts about reproduction and menstruation, beginning with animals, including mammals, and extended to humans with regard the changes that happen at puberty.

In class 5 the pupils will learn about sexual and asexual reproduction in plants and the relationship of reproduction to truth, beauty and goodness.

### **Classes 6-8:**

Sex Education now becomes statutory. RSE is taught as part of the main lesson and ideally incorporated within the context of other lesson content. It is taught by either the class teacher or in conjunction with the specialist PSHE teacher. Guidance from the School doctor may be sought.

The Aims are:

- To bring an age appropriate balance between beauty, heartfelt feelings, inner struggles and sometimes, difficult realities.
- To learn and understand physical development at appropriate ages.
- To provide factual information regarding reproduction.
- To build confidence and self-esteem, respect for themselves and for others, through social and emotional education, in order to understand human sexuality
- To model and promote good, effective communication with regard relationships and sexuality.
- To understand the risks and responsibilities in assuming sexual relationships.
- To empower young people to make responsible choices in a contemporary world of conflicting pressures and information.
- To discuss gender polarities
- To discuss LGTBQI, its history and the support services available.
- To understand the law and legal rights surrounding sex, marriage, abortion LGTBQI rights and women's rights.
- To be tolerant and understanding of difference, with an absence of prejudice in the context of sexuality.
- To discuss and understand sexual harassment and sexual violence both on and offline, what it is and its effects.
- To discuss clear boundaries for healthy relationships
- To provide pupils with tools to create respectful, fulfilling relationships (sexual or non-sexual) later in life.
- To become aware of effective conflict resolution tools in the context of intimate relationships
- To bring the information that pupils gain through friends, media, rumours etc. into a manageable context.
- To learn how to recognise and avoid exploitation and abuse
- To learn about contraception and the range of local and national sexual health advice, contraception and support services.
- To discuss loneliness, to share experiences of loneliness. Tools to cope with loneliness.
- To bring awareness to the links between sexuality, relationships and mental health

- To bring awareness and understanding, and develop a non-judgemental attitude to the protected characteristics as listed in section 4 of the Equality Act 2010: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- To encourage open dialogue in an inclusive, age appropriate and supportive environment, including those with SEND.

### **The Internet and RSE**

Since young people are increasingly living their lives seamlessly on and off-line The RSE focused lessons also address the impact of the internet on sexual awareness and its implications for mental health. This is addressed through all classes in an age appropriate way.

Adults are aware that children can be subject to a number of deviant behaviours online. In the same way that children need to learn to cross the road using the green cross code, children also need 'stay safe' rules for being online and rules for when to tell an adult. For example, the online porn industry is growing exponentially and children can access it inadvertently and with ease. Sexting has become the norm, made worse by peer pressure and a child who is lonely is in danger of being groomed. Who has never been lonely, especially in adolescence?

Social and emotional education is key, as is honest, age appropriate information and discussion.

### **SEND**

Children with SEND including those with Social, Emotional and Mental Health needs can be particularly vulnerable to deviant behaviour both on and offline. Care is taken, working together with parents and guardians, if necessary, to ensure children with SEND are properly informed and understand the stay safe rules and know how and when to tell an adult.

### **Meeting the Needs of Individual Pupils**

Arrangements can be made for pupils with particular questions to meet with the school doctor for confidential advice and discussion.

## **5. Relationship and Sex Education Curriculum**

### **A Note on Fairy Tale, Mythology and Gender**

In Steiner Waldorf pedagogy, fairy tales and myths are told as archetypal stories. The gender roles are sometimes seen to be stereotypical, however, the role of the Princess, the Prince, the King or Queen, the Fairy Godmother the Wicked Stepmother, or the protagonists in mythology are genuine archetypes within us all. Teachers are trained and expected to tell these stories with this depth of awareness, encouraging the children to create their own inner pictures of the characters. As the children grow, archetypes within us all and gender stereotypes can be further explored. Unfortunately, the Disneyfication of many of the stories has not always managed to convey the true genderless aspect of the qualities portrayed, on the contrary, often serving to reinforce gendered stereotypes.

<b>Class</b>	<b>Topic</b>	<b>Skills</b>
One	Literature	• Fairy-tales - archetypes within us all. Chivalry.

	Science General	<ul style="list-style-type: none"> <li>• Nature stories – baby plants and animals, new birth in spring.</li> <li>• Touch rules in play</li> <li>• Talking to parents/carers about anything that makes you feel uncomfortable or unsafe both on and off line.</li> <li>• Responding age appropriately to comments and questions including any online related comments.</li> </ul>
Two	Literature  Science General	<ul style="list-style-type: none"> <li>• Stories of the saints - bring the highest moral qualities of the human being.</li> <li>• Fables (and the consequences of immoral or less generously thought out actions).</li> <li>• Nature stories – baby plants and animals, new birth in spring.</li> <li>• Reiterate touch rules when the need arises in play.</li> <li>• Talking to parents/carers about anything that makes you feel uncomfortable or unsafe both on and off line.</li> <li>• Responding age appropriately to comments and questions including online related comments.</li> </ul>
Three	Literature  Science/ Farming General	<ul style="list-style-type: none"> <li>• Old Testament stories that inspire respectful family relationships.</li> <li>• Adam and Eve, Creation Stories - man and woman. Non-binary/trans</li> <li>• Animal life cycles and introduction to reproduction through farming - eggs and chicks/cows, milk and calves/ lambing season.</li> <li>• Reiterate touch rules when the need arises in play.</li> <li>• Reiterate and expand child led conversation about talking to parents/carers about anything that makes you feel uncomfortable or unsafe both on and off line.</li> <li>• Clear elementary rules for staying safe e.g. talking with parents about who you are communicating with online. No data sharing.</li> </ul>
Four	Literature  Science General	<ul style="list-style-type: none"> <li>• Creation Stories and relationship stories in religion (e.g. The Princess and the goblins by George MacDonald).</li> <li>• Norse Myths - different qualities personified in female and male Gods, male and female qualities in both males and females</li> <li>• Human Being and animal main lesson block - reproduction and life cycle in animals. Female menstrual cycle and puberty in humans.</li> <li>• Consent building on touch rules.</li> <li>• Reiterate and expand child led conversation about talking to parents/carers about anything that makes you feel uncomfortable or unsafe both on and off line.</li> <li>• Clear elementary rules for staying safe. E.g. talking with parents about who you are communicating with online. No data sharing.</li> </ul>
Five	Literature  Science	<ul style="list-style-type: none"> <li>• Myth of Isis and Osiris – true love</li> <li>• Greek stories – Beauty, Same sex relationships (normal in Greek times), gender, nonbinary.</li> <li>• Consent/touch rules - age appropriate discussion.</li> <li>• Plant kingdom – truth, beauty and goodness.</li> <li>• Plant reproduction - Male/Female and nonbinary/asexual plants and scientific words for sexual and asexual reproduction of plants.</li> <li>• Fertilisation in plants with imaginative introduction to concept of contraception.</li> <li>• Female fertility cycle and puberty in both sexes compared with plant fertility cycle. Including conversation about menstrual well-being.</li> </ul>

	General	<ul style="list-style-type: none"> <li>● Clear rules for staying safe online. No data sharing.</li> <li>● Uncomfortable situations on and off line and what to do.</li> <li>● The importance of communication with a parent or trusted adult</li> </ul>
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Six	History/ Literature	<ul style="list-style-type: none"> <li>● The Tale of Dido and Anaeus</li> <li>● The Law (compare with Roman Law) with regard marriage, relationships, women’s rights, LGBTQ rights.</li> <li>● Consent - respectful behaviour and honest communication both on and off-line in all relationships. Compare with slavery. What is prostitution? (Can also be related to buying and selling)</li> <li>● Difference between coercion and consent.</li> </ul>
	Science - incorporated into physics,	<ul style="list-style-type: none"> <li>● Discussion regarding polarities in all areas of life leading to gender polarities and LGBTQ.</li> <li>● Review life cycles of plants, reproduction in animals and puberty, menstrual well-being and reproduction, introduction to contraception - Incorporated into Geology as part of studying about the earth or astronomy as part of the cycles of the earth and the planets.</li> </ul>
	General	<ul style="list-style-type: none"> <li>● Reiterate clear rules for staying safe online. Age appropriate conversations on grooming, sexting, pornography and what to do if a situation feels uncomfortable.</li> <li>● Understanding sexual harassment on and off line.</li> </ul>
Seven	Creative Writing	<ul style="list-style-type: none"> <li>● Wish Wonder and Surprise main lesson block – the power of writing in exploring their own feelings.</li> </ul>
	Biology - Health and Nutrition main lesson	<ul style="list-style-type: none"> <li>● Reiteration, update and discussion of knowledge from class 6</li> <li>● Female reproductive cycle, own birth stories, consent, contraception, abortion, sexual health and disease.</li> <li>● Artistic representations of male and female anatomy and scientific words.</li> <li>● Long and short-term relationships, LGBTQI, marriage and civil partnerships.</li> <li>● Addiction (including, drug, alcohol, gambling, sex, unhealthy relationship addictions), gaming, sexting, grooming, pornography and predator awareness.</li> <li>● Sexuality, sexual relationships and mental health</li> <li>● Importance of continued communication with parent or trusted adult</li> </ul>
	Literature	<ul style="list-style-type: none"> <li>● Arthurian legends, chivalry, patriarchy, gender stereotypes, gender polarities, archetypes.</li> <li>● Unrealistic portrayal of relationships in the media.</li> <li>● Portrayal of women’s and men’s roles in literature. Female and male archetypes.</li> </ul>
Eight	Biology	<ul style="list-style-type: none"> <li>● Anatomy of the heart</li> </ul>
	Literature	<ul style="list-style-type: none"> <li>● Poetry of the heart, heartfelt feelings, inner struggles. Biography.</li> <li>● Portrayal of women’s and men’s roles in literature. Female and male archetypes.</li> </ul>
	History	<ul style="list-style-type: none"> <li>● Woman’s rights and contraception.</li> <li>● Gay and lesbian history and biography e.g. Alan Turing</li> </ul>
	Religion/PSHE	<ul style="list-style-type: none"> <li>● Biography</li> <li>● Sensitive conversations around domestic abuse, healthy/unhealthy relationships, boundaries, mental wellbeing and self-respect. What to do and tools to help.</li> </ul>

		<ul style="list-style-type: none"> <li>● Further discussion on consent// LGBTQ, gender and nonbinary rights and relationships.</li> <li>● #Me too and age appropriate discussion on how sexual harassment could lead to sexual violence.</li> <li>● Build on previous knowledge to discuss safe sex and sexual health</li> <li>● The importance of continued communication with a parent or trusted adult.</li> </ul>
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## **6. Parents/Guardians**

### **Consulting with Parents/Guardians**

Parent education is key to strengthening and underpinning the lessons taught in school. Parents will be kept up to date and consulted about what is taught, which will vary from year to year depending on the needs of the class, and discussions will take place in parents' evenings about what is being taught and how it can be supported at home.

### **A note on resources**

The school will share the titles of books, biographies and resources it uses to teach PSHE with parents, including any recommendations made to pupils.

### **Parents/Guardians' Right to Withdraw**

We recommend parents and carers familiarise themselves with this policy, with the details of what the children will learn, and how it will be taught. We value and appreciate parental/guardian feedback and will always give due consideration to these views, although the school reserves the right to make the final decisions on the curriculum.

**Classes 1-5** Parents/carers have the right to withdraw their children from all or part of sex education, but not that pertaining to science lessons.

**Classes 6-8** Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the class teacher together with another teacher will meet to discuss the request 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. This process will be documented. The class teacher will also discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child.

### **Coordinator for RSE and Pastoral Support**

For any concerns, either personal, or regarding the curriculum, please contact Helen Fraser via the school office who will coordinate with the School doctor and/or the College of Teachers, as appropriate.

### **Related Policies**

LSS Curriculum Policy parts 1,2 and 3

LSS Statement on SMSC

LSS Statement on Online Safety

LSS SEND Policies

LSS Code of Conduct

LSS Positive Behaviour Policy

LSS Anti-Bullying Policy

LSS Inclusion and Equality Policy

LSS Safeguarding Policies

### **Monitoring and Review**

<b>Reviewed by/date</b>	<b>Helen Kinsey 09/20</b>
<b>Approved by/date</b>	<b>College of Teachers 09/20</b>
<b>Approved by/date</b>	<b>Trustees and Management Group 09/20</b>
<b>Next review by/date</b>	<b>College of teachers following consultation with patents/guardians - 30/09/20</b>