



Archbishop Temple Church of England High School



Relationship and Sex Education (RSE) Policy



I have come that they may have life and have it to the full
John 10:10

Date Agreed: February 2023

Review Date: February 2024

Name of Policy: Relationships and Sex Education Policy

Sub-Committee Responsible: Quality of Education Committee

Lead Responsibility in School: Deputy Headteacher

Source of Policy: (Please tick)

- LA:**
- Diocesan:**
- School: X**
- Other – Please specify:**

This policy supports our work as a Church school as summarised in our Vision Statement:

Purpose

Archbishop Temple Church of England High School seeks to care for young people and prepare them well for adulthood, valuing the whole person.

Mission

Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each person's ability, gifts and talents so that they can 'have life and have it to the full' (John 10:10) and use it in the service of God and other people.

In our school our Christian vision shapes all we do:

Through faith in God the Father, Son and Holy Spirit, we nurture everyone's God given gifts so that together we may shine God's light through Christ-like service.

Vision

Teaching about love and sexual relationships in this Church school/academy is rooted in the Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and is presented within a positive framework of Christian values. The emphasis on the importance of healthy relationships to human well-being, as the core learning within our RSE curriculum directly links to the vision of the Board of Education (2018), the Church of England's Vision for Education (2016) and the gospel message for all its students to experience an education which is holistic and offers '*life in all its fullness*' John10:10

Here at Archbishop Temple Church of England High School we focus on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each young person is a unique being, a child of God, loved and accepted. As such, our school/academy seeks to enable young people to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being. The Church of England's vision for education¹, is deeply Christian, with Jesus' promise of "*life in all its fullness*" at its heart. The vision is for the common good of the whole community. The vision has four elements, including:

- educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth; and
- educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

¹ Deeply Christian Serving the Common Good (2016)

Aims

The aims of relationship and sex education at Archbishop Temple Church of England High School are: To ensure Relationships and Sex Education is part of a student's broad, balanced curriculum, integral to the basic curriculum of the school and part of the student's all- round development.

- To ensure that students are provided with the information that they need to help them develop safe, healthy, nurturing relationships of all kinds, not just intimate relationships.
- To enable students to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for a sexual relationship.
- To prepare students for healthy relationships in an online world.
- To understand how to stay safe physically and emotionally, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help students develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet, challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

Statutory requirements

This school complies with the requirements of the Equality Act (2010) and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education (2019).

Policy Development and Review

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process has included the following steps:

1. Review –staff were established to gather all essential information including relevant national, diocesan and local guidance.
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers were consulted via the school website.
4. Student consultation – pupils complete an annual questionnaire reviewing their learning experience in PSHE which includes reference to RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

This policy will be reviewed annually.

Definitions

We define 'relationships, sex and health education' as learning about relationships, sex, sexuality, emotions, sexual, physical, mental and emotional health and well-being and ourselves.

Relationships Education is the programme of learning that covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of learning that covers sexual health and well-being.

Health Education is a programme of learning about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco and making healthy choices.

We believe that learning about relationships, sex and health education should be an entitlement for all students; irrespective of gender, sexual orientation; physical learning or emotional difficulties; and with or without a religious or faith tradition: in essence, everyone whatever their background, community or circumstance.

It is important to recognise that effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. (Statutory guidance P25, Para 70).

The topics that are covered can be found on the PSHE area of the school website.

The teaching of human reproduction is part of the national curriculum for science and as such parents/carers do not have the right to withdraw their child from this statutory programme.

Right to be excused from sex education

Legislation states that 'parents have the right to withdraw their children from any and every aspect of sex education **that is not** taught as part of the statutory curriculum'. The RSE curriculum is available to view on the school website in the PSHE area. It is a parent's responsibility to opt out. The School will not ignore any parental concerns, but the Governors do believe that a programme of Relationships and Sex Education embedded in a Christian education is important for every student.

If a parent requests that their child be removed from 'sex education', the school will provide support by arranging for their child to work independently.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the student's educational record. The headteacher or their representative, may arrange a meeting to discuss the request with parents and, where appropriate the student, and take appropriate action. The discussion should explain the benefits to the young person of this important aspect of education, any detrimental impacts being withdrawn may have on their child, the social and emotional effects of being excluded and the likelihood of any inaccurate views or misconceptions shared by their peers and media rather than the considered and sensitive learning opportunities presented in class.

A parent's right to withdraw their child from sex education may be exercised until the third term before reaching the age of 16 at which point, the young person may choose for themselves and request that sex education is provided by the school during one of these three terms. (See Para 47, Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019)

Curriculum Delivery of RSE

RSE is primarily taught within PSHE lessons. The PSHE programme of study is available on the school website.

Difficult questions & sensitive issues in relation to sex education

Our school Relationship and Sex Education programme will provide opportunities for students to 'talk honestly and openly'. At the same time, we must respect the pace of students' maturation.

In some cases, a question or request for advice may indicate the student to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a student puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the student's best interest. **At the heart of this subject is the requirement to comply with the Keeping Children Safe in Education guidance. Any issue of concern that emerges through relationships and sex education will be referred to the school's DSL as a matter of priority.**

There are sensitive or controversial topics over which some staff, parents and governors may have reasonable concerns. In the light of their policy the Governors have identified and considered areas which may be described as sensitive but believe they should not be avoided. The Governors' decision-making process has been guided by the National Society publication Valuing All God's Children 2017.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher/principal to account for its implementation.

The headteacher

The headteacher/principal is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher/principal.

Teachers with responsibility for RSE:

Miss R Hall – Head of RE / PSHE

Mrs G Fawcett – Second in RE / PSHE – lead teacher for PSHE

Students

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

Training

Staff are trained on the delivery of RSE.

The headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

Monitoring and assessment arrangements

Delivery of the PSHE (including RSE) curriculum follows the school's internal processes for monitoring the curriculum, teaching and learning of subjects. This includes planning scrutiny, learning walks, regular reviews of provision and its subsequent impact, student, staff and parental voice.

Alterations to the published curriculum may happen in response to issues that may arise which need addressing. Where update to the curriculum occur, they will be updated on the website and where appropriate, within the RSE policy.

Students' development in RSE is monitored by class teachers, form tutors, Heads of Year and pastoral leaders as part of our internal assessment systems.

Learning is informally assessed by teachers during lessons, through the use of baseline and assessment activities including mindmaps, write and draw activities, debates and discussions. Pupils complete an assessment at the end of each PSHE topic. Progress is monitored by teachers and any concerns discussed with the lead teacher for PSHE.