



## Relationships and Sex Education Policy – Secondary Provision

### POLICY DETAILS

Policy name	Relationships and Sex Education Policy
Status	Approved
Strategic objective	To meet our statutory duty
Policy owner	Head of PSHE
Authorisation date	December 2020
Review date	December 2024
Equality assessment	

### **DFE Guidance:**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

## **Aims**

The aims of Relationships and Sex Education (RSE) at our school are to:

- ✓ Provide a framework in which sensitive discussions can take place
- ✓ Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- ✓ Help students develop feelings of self-respect, confidence and empathy
- ✓ Teach students the correct vocabulary to describe themselves and their bodies.

The purpose of sex education should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time, it should lead to the acquisition of understanding and attitudes which prepare students to view their relationships in a responsible and healthy manner.

## **Statutory Requirements**

As an all through school we are required to deliver different elements to different phases.

Within our secondary provision, we must provide RSE to all students as per section 34 of the Children and Social Work Act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Within our primary provision, the Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in our primary plans focuses on Relationships Education.

## **Policy Development**

The policy has been updated in consultation with staff, students and parents. This process included:

- ✓ Staff consultation leading to an audit of current provision
- ✓ Parent/stakeholder consultation
- ✓ Student consultation
- ✓ Ratification via the Governing Body

## **Definition**

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity, nor does it offer 1:1 advice about contraception.

## **Curriculum**

We have developed the curriculum in consultation with parent views, feedback from staff and students and in line with statutory changes and guidance from the PSHE Association. It considers the age, needs and feelings of students. If students ask questions outside of the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed.

## **Delivery of RSE**

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education.

Students will also receive stand-alone sex education sessions delivered by trained healthcare professionals.

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

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example looked after children or young carers).

The provision of sex education is seen as progressive in terms of language, concepts and content which increases in depth and complexity as students' progress through the School.

The School will consider how to adapt RSE for students with Additional Learning Needs and will seek the views of parents/carers in doing so. Adaptations to the curriculum/delivery will be made as appropriate eg smaller group learning or on a 1:1 basis, in line with student's development and learning needs.

## **Roles and Responsibilities**

The governing board:

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

The Headteacher:

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.

The Staff:

Staff are responsible for:

- delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

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.

Students:

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

### **Parents' right to withdrawal**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. However, we believe that it is important for all young people to have a place to discuss peer pressures, check facts and dispel myths. Even if a child is withdrawn, students will inevitably discuss such issues with each other outside the classroom resulting in, hearing about the content second hand. We hope therefore, all children will have the opportunity to participate in our carefully planned lessons and assemblies to ensure they receive correct information and advice.

Requests for withdrawal should be put in writing and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

### **Training**

Staff are trained on the delivery of RSE. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Lead through:

- Learning walks
- Planning scrutinies
- Student feedback

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE Lead annually. At every review, the policy will be approved by the Governing Board.

### **Safeguarding**

Staff are aware that the delivery of RSE may well lead to a disclosure of a safeguarding nature from a student. Staff are fully trained in their response to this, including alerting a member of the Safeguarding team as a priority.

### **Curriculum and Overview**

A whole school overview of the PSHE program can be viewed on the School's website. The overview has been written in line with the PSHE Association using the Thematic model. The RSE aspect of the curriculum have been written in line with Government guidance.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>