



“Let your light shine before others”

Matthew 5 v 16

The following policy is reflective of our deeply held Christian Vision and Values .

Vision

We are committed to creating a safe, happy and enriching environment where we all aspire to thrive, achieve and celebrate success together.

Our aim is to promote the dignity and well-being of every child and staff member and ensure they flourish in the course of their journey with us.

Values

Our core Christian values of Hope, Wisdom, Community and Joy underpin all that we strive to achieve to enable our ‘light to shine before others’ Matthew 5 v 16

SEX, RELATIONSHIPS AND HEALTH EDUCATION POLICY

1. Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary, Middle, Secondary and All-Through schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance is mandatory from September 2020.

| Relationships Education | Relationships and Sex Education | Health Education |
|---|---|--|
| All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section). | All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section). | All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units. |

2. Rationale

Sex, Relationships and Health Education (SRHE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable, loving and non-exploitative relationships; family life and the values of respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

3. Aims

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|-------------------------------|----------------------------------|
| Responsible Committee: | Trust Board |
| Date Last Reviewed: | February 2025 |
| Due to be Reviewed: | February 2026 |
| Statutory Policy: | Published on the Web Site |

- 3.1 To develop self-respect and respect, empathy and consideration for others.
- 3.2 To enable pupils to understand their own and others' physical, emotional, social and intellectual development.
- 3.3 To learn about human sexuality, reproduction and sexual health.
- 3.4 To learn to manage emotions and relationships confidently and sensitively,
- 3.5 To learn about staying safe and building positive relationships and behaviours online.
- 3.6 To prepare pupils for the challenges and responsibilities which sexual maturity brings.
- 3.7 To learn the value of family life in all its forms and the importance of stable and loving relationships for the nurture of children.
- 3.8 To enable pupils to develop knowledge understanding and critical thinking in order to facilitate personal decision making.
- 3.9 To learn to make choices based on an understanding of difference and with an absence of prejudice.
- 3.10 To learn how to manage conflict.
- 3.11 To learn how to recognise and avoid exploitation and abuse.
- 3.12 To inform pupils where they can go for further help and advice.

4. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – key school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

RSE is about the emotional, social and cultural development of pupils, 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.

6. Curriculum

The SRHE program is delivered through PASHE curriculum to all year groups (see curriculum guide), with additional contributions made by Science, PE and Computing. It is appropriate to the age and development of the pupils. but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

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|-------------------------------|----------------------------------|
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All curriculum resources relating to RSE can be found here: :
<https://www.selwood.somerset.sch.uk/curriculum/subjects/pashe>.

RSE 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
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

7. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Roles and responsibilities

8.1 The governing board

The Trustees will approve the RSE policy, and hold the headteacher to account for its implementation.

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|-------------------------------|----------------------------------|
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8.2 The Deputy Headteacher

The Deputy Headteacher and Head of Faculty for PASHE is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers 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 Deputy Headteacher.

In the vast majority of cases either Tutors, Mr Owen or Ms Howell will deliver the RSE curriculum.

8.4 Pupils

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

9. Procedures and Practice

- The overview and co-ordination of the taught curriculum is the responsibility of the Deputy Headteacher and Head of Faculty for PASHE.
- Parents/carers who wish their child to be wholly or partly withdrawn from the elements of the sex education program, which go beyond the national curriculum requirements must write to the School. (From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum).
- Parents are informed by the Head of Faculty before the commencement of lessons where they have the option to withdraw the child/children from the Sex Education Program. Parents will be encouraged to look at the resources for delivering RSHE on the school website
- The Academy has a strong pastoral team of tutors and Pastoral Team Leaders who support pupils with friendship and other day-to-day relationship or personal issues.
- The Academy has a Designated Safeguarding Lead and Deputy Leads who work closely with the pastoral team and appropriate outside agencies.

10. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing to Ms Howel – jennifer.howell@selwood-academy.co.uk

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

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11. Monitoring arrangements

The delivery of RSE is monitored by The Senior Leadership Team, through our Quality Assurance program, for the effective delivery of the RSE curriculum.

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

This policy will be reviewed by David Finlay, Deputy headteacher annually. At every review, the policy will be approved by the full trust board.

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