



## Relationships & Sex Education Policy

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## 1. Aims

The aims of Relationships and Sex Education (RSE) at Spa Camberwell are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- To understand the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- Enable pupils to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful committed relationship
- Understand the consequences of their actions and behave responsibly within relationships
- Be able to name parts of the body and describe how their bodies work
- Create a positive culture around issues of sexuality and relationships
- Be able to recognise unsafe situations and protect themselves and ask for help and support
- Understand the role the media plays in forming attitudes
- Understand how safe routines can reduce the spread of viruses
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

## 2. Statutory requirements

As an academy school, we must provide relationships education to all our primary school-aged pupils and RSE to all our secondary school-aged pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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](#).

At Spa Camberwell, we teach RSE as set out in this policy.

## 3. Policy development

For pupils with autism, the presentation of RSE needs particular care to ensure that pupils with impaired social understanding are able to access the information appropriately.

The teaching of some aspects of RSE might be of concern to teachers and parents. Spa Camberwell works in partnership with parents, consulting them on sensitive issues. Parents are assured that the RSE programme will complement and support their role as parents. Parents will be supported with materials they can use at home as well as advice on strategies and language to use. Parents are supported to keep their children safe from risk. They are also supported to help their children develop skills to reduce the chances of being abused and exploited and to learn what sorts of behaviours are and are not acceptable.

Spa Camberwell will always aim to work in partnership with parents, consulting them regularly on the content of RSE programmes. Parents of pupils with special educational needs can offer particular insight into the learning and social needs of their children. Spa Camberwell recognises

that parents need to know that the school's RSE programme will complement and support their role as parents and that they can be actively involved.

Parents will be informed prior to their child beginning any unit on sex education. Letters will be sent home, and parents will be invited to information sessions or individual meetings to discuss any concerns. Resources that complement and support what has been learnt will be sent home to parents.

Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations.

#### **4. Definition**

Relationships & Sex Education (RSE) is 'lifelong learning about sex, sexuality and sexual health, emotions, relationships and the social and physical aspects of growing up. Through RSE, pupils acquire accurate information, develop skills and develop positive values which will guide their decision-making, judgements, relationships and behaviour throughout their life.' (National Children's Bureau for the Sex Education Forum, 2004).

RSE support all our pupils to be happy, healthy and safe – equipping them for adult life and making a positive contribution to society.

RSE is not about the promotion of sexual activity.

#### **5. Curriculum**

In our RSE lessons for primary school-aged pupils, they learn about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Our sex education programme for Year 6 pupils will, therefore, be tailored to the age and the physical and emotional maturity of the pupils. It will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

In our RSE lessons for secondary school-aged pupils, they learn about the life cycle, biology and STIs as part of the national curriculum in science.

In our RSE lessons for secondary school-aged pupils, they learn about:

- Public and private
- Appropriate and inappropriate touch
- Saying no and keeping safe
- Relationships, love and care and the responsibilities of parenthood as well as sex
- Building self-esteem
- Taking responsibility for one's actions in relation to sexual activity and parenthood
- Information about different types of contraception, safe sex and how to access advice and support
- Understanding reasons to delay sexual activity and resist pressure
- Understanding RSE in relation to peer pressure and other risk-taking behaviour, such as smoking, drugs and alcohol
- Understanding how the law applies to sexual relationships
- Understanding how images and content presented online are not real or aspirational presentations of healthy relationships.

There is a separate subject overview identifying key stages and relevant areas of study.

## **6. Delivery of RSE**

Each primary class has a weekly lesson with a specific PSHE focus. The structure of the lesson is matched to the needs of the pupils. It is taught by the class teacher.

Each secondary class has a weekly, 1-hour PSHE lesson. The PSHE lesson is typically taught by either the Assistant Headteacher for that key stage or by a pupil's form tutor.

RSE and Health Education form only one aspect of PSHE. RSE is personalised to the needs of each pupil. It can include single-gender teaching groups, input from specialist organisations, individual teaching and 1:1 sessions to target specific behaviours to decrease vulnerability. The curriculum content is differentiated to support the needs of the pupils and is taught to develop meaningful understanding.

The subject coordinator will work closely with colleagues in related curriculum areas (science, computing and PE) to ensure a holistic and joined-up approach to what is taught in Relationships and Sex Education. We also use external agencies where appropriate to deliver aspects of Relationships Education. The scheme of work will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example, for external body parts).

School staff will not express or be expected to express their personal views or beliefs when delivering the curriculum. All staff who have responsibility for delivering Relationships and Sex Education will undergo training on a regular basis to ensure they are up-to-date with the RSE policy and curriculum requirements regarding Relationships and Sex Education. In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work. Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Parents will be informed of content to be taught to their child's class before any Sex Education unit begins.

## **7. Monitoring and Evaluation**

Monitoring and evaluation of the appropriateness of RSE programmes is the responsibility of the headteacher and the senior management team. We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships and Sex Education and Health Education guidance, and that learning outcomes are reflective of pupil need. This policy will be reviewed by the school's leadership team in conjunction with the subject coordinator and trustees on a regular basis. If changes are needed, members of staff and parents/carers will be consulted, and any subsequent changes made, clearly communicated.

## **8. Learning resources and materials**

Learning resources and materials used to teach RSE are in accordance with the PSHE framework and the law. Pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the students concerned. Materials to be used in programmes are available to parents on request.

## **9. Parents' right to withdraw**

The Relationships and Sex Education and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and parents can withdraw their children from specific sex education elements. Parents have a right to request to withdraw their child from sex education delivered as part of RSE in secondary classes up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

Spa Camberwell will always consult and work with parents of pupils of all ages.

## **10. Reviewing the Policy**

This policy will be reviewed annually. Reviews will take into account the individual needs of pupils, advice from parents and external professionals as appropriate.