



Relationship and Sex Education (RSE) Policy

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Introduction

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. At Wellfield Academy, RSE is centered on personal safety, caring for others and building strong family relationships. This is coupled with teaching pupils about sexual health (including safe sex), and sexuality.

Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. RSE at Tarleton Academy is intended to help pupils learn about relationships, emotions, sexuality and sexual health.

Our aim to present relevant facts in an objective and balanced manner. Lessons are set in the context of the family, friends and wider societal issues and address responsibilities that arise from within these relationships.

RSE at Tarleton Academy will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Under the Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life

All maintained secondary schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

Legislation

We are required to teach RSE as part of statutory guidance that states from September 2019, all schools must deliver relationships and sex education in secondary schools.

The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education (KCSiE) – Statutory safeguarding guidance (Sept 2019)
- Children and Social Work Act (2017)

Every Child Matters (ECM) & Spiritual, Moral, Social and Cultural (SMSC)

The delivery of RSE at Tarleton Academy is underpinned by the following moral and value statements:

The delivery of RSE is factual, sensitive and balanced.

RSE within the school promotes meaningful, loving, and healthy relationships.

Whilst delivering RSE staff will avoid the imposition of personal opinion. Instead they will stay focused on the social, moral, spiritual, health and education aspects of the topics.

Across the faiths, there is obviously some variation in attitudes and outlooks in regard to Relationships and Sex. Whilst such views are not necessarily shared by all, they must receive and respect the teaching of RSE at Tarleton Academy is respectful of all cultural and religious differences. The teaching of RSE is in line with outcomes outlined within the ECM framework, specifically, “Be Healthy” & “Stay Safe”.

Parental Rights and the Curriculum

Parents do not have the right to withdraw their child from the RSE element of the National Science Curriculum. This is the biological aspects of human growth and reproduction.

Information on sex and relationships, skills development and values clarification are taught within PSHE Drop Down Days.

Parents do have the right to withdraw their child from RSE provided within PSHE Drop Down Days. If a parent wishes to withdraw their child from aspects of the RSE programme then they need to follow the instructions, which are to complete the form on the school website stating their reasons for the request. Parents will be invited into school to discuss their relevant concerns regarding the programme with the relevant teaching staff in the school and to view materials.

The new legislation brought in through the Children and Social Work Act 2017 brought important changes in relation to parental rights to withdraw children from school RSE:

Parents will not be able to withdraw their child from relationships education in primary school or secondary school.

At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science in maintained schools).

However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16).

Safety and Confidentiality

Staff are guided by the Fraser Guidelines*, which provide guidance for health and education professionals and details of these are provided in the DfE Sex and Relations Education (2000) guidance.

We make it clear to pupils what our procedures are with regard to confidentiality.

Similarly, if questions are asked in class or in assembly adults will follow agreed practice based on DfE guidance 2000.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead Mr Barnish and in his absence another DSL. Names of DSLs can be located in the reception area of the Academy

Curriculum relevant to Tarleton Academy pupils

While promoting the values above, we will ensure that pupils are offered a balanced programme by using relevant local data and information related to RSE/Health/PSHE education to inform planning and to address the identified needs of the whole school community such as Health Needs Assessment, Health LSIP, Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, teenage pregnancy, social deprivation, family life, career and life chances.

The Statutory Guidance gives content for primary and secondary, but not by key stage or year. This is due to the 'age and developmentally appropriate' judgement varying by school and context. At Tarleton Academy the use of the PSHE Association Programme of Study is supportive of guidance towards age-appropriate delivery. Curriculum planning considers the guidance and experience of pupils, to ensure that the taught topics are appropriate for them to learn.

The Teaching of Relationships, Sex Education

RSE will be taught across the curriculum but specifically in PSHE Drop Down Days and science. Teaching staff are responsible for teaching PSHE Drop Down Days. Certain aspects of the programme will be taught by specific members of staff, and external professionals.

Respect during RSE will be shown at all times during RSE lessons.

The contents of the curriculum are contained within a separate document 'PSHE Drop Down Days Curriculum Detailed Plan' which is available as required for stakeholders.

Statutory Guidance on Relationships and Sex Education KS3 and KS4 Topics:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

How are resources used with reasons for their selection?

RSE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased messages
- Age and understanding appropriateness

How will Tarleton Academy deal with sexually explicit questions?

Tarleton Academy will:

- Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually taking into account Child Protection and Safeguarding Policy
- Encourage learners to ask their parents/carers/guardians any questions outside the planned programme
- Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Have designated adults that pupils know of to go to if they wish to talk.

What kind of language will be considered acceptable and appropriate for use in RSE lessons?

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive. Staff will use their judgement in discussion depending on understanding and maturity level of pupils in the RSE classes.

Monitoring & Evaluation of RSE

The RSE programme is reviewed on an annual basis by Mrs Berry Assistant Head Progress and Intervention. Lessons are observed for the relevant year group as well as the Head of PSHE Drop Down Days and pupils may be consulted on the delivery and effectiveness of the lessons.

RSE policy review date

As part of effective RSE provision, the RSE policy should be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents/carers/guardians and that it is in line with current Department for Education advice and guidance.

Basic Information

This policy covers our school's approach to RSE.

It has been produced in line with the guidance given by PSHE Association. It will be reviewed every two years.

It will be available on the school website.

Reference

Link below to Gillick competency and Fraser Guidelines

http://www.nspcc.org.uk/Inform/research/questions/gillick_wda61289.html

Link below to PSHE Association

<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>