



Relationships and Sex Education (RSE) Policy

Lead Governor: Chair

Senior Leadership Team Link: Miss Lissoni

Last Review: November 2018

Next Review Due: November 2021

Ratified by Governors: 15th November 2018

Definition of RSE

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

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

RSE is not about the promotion of sexual activity.

Statutory requirements

Under the Academies Act 2010 schools must provide a broad and balanced 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.*

Schools maintain a statutory obligation under the Children Act (2004) to promote their students' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.

At our school we teach RSE as set out in this policy.

Aims

Our school believes that relationships and sex education is essential so that young people are able to make responsible and well informed decisions about their lives. Our school delivers such education

in a manner that students will be guided by moral principles and recognise the value of family life. Our school promotes an understanding of the importance of stable and loving relationships where respect, love and care are valued.

Relationships and sex education (RSE) teaches about physical, moral and emotional development and covers sex, sexuality and sexual health. Students will also learn about mutual respect, love, care and the importance of family life and stable, loving relationships. The central objective is to help and support young people through their teenage years so that they are well informed and have the knowledge, understanding and skills in order to form lasting and positive relationships.

Our school aims to:

1. Develop students' knowledge and understanding of relationships, sex and sexuality through:
 - Learning and understanding physical development at appropriate stages
 - Understanding human sexuality, reproduction, sexual health, emotions and relationships
 - Learning about contraception and the range of sexual health support services
 - Learning the reasons for delaying sexual activity, the benefits to be gained from such a delay and the avoidance of unplanned pregnancy
 - Understanding the law and how this implies to relationships, including the wider legal implications of decisions made

2. Develop students' personal skills and attitudes through:
 - Learning the importance of values and moral considerations
 - Learning the value of respect, love and care - including the value of family life, marriage and stable and loving relationships for the nurture of children
 - Developing critical thinking as part of decision making
 - Learning to manage emotions and relationships confidently and sensitively
 - Developing self-respect and empathy for others
 - Developing an appreciation of the consequences of choices made
 - Managing conflict and learning how to recognise and avoid exploitation and abuse

Delivery of RSE

RSE is an entitlement for all students in all year groups. It will be delivered mostly through the Experience Days curriculum, but may also be delivered through Science, Computing, R.E and Philosophy for some students. It may also be the focus of certain activities which occur when all students in a particular year group are taken off the normal curriculum for a period of time and supported by outside agencies.

Year 7

- Personal identity
- Teenage friendships
- Growing up – including puberty, menstruation, physical changes, emotional changes and personal hygiene
- Good relationships and morals
- Team work and anti-bullying
- Body image: self-image and self-worth – social media and its pressures, media influence, mental health
- Child sexual exploitation – online safety focus
- Sexting and relationship abuse

Year 8

- Mental health and wellbeing
- LGBT rights
- Transgender and non-binary – diversity
- Flirting and harassment – consent issues

Year 9

- HIV/AIDS plus other sexually transmitted infections
- Domestic abuse – SDAS charity
- Contraception – No Limits
- Decision making, peer pressure, influence of alcohol and drugs
- Further study of child sexual exploitation

Year 10

- The decision to have children
- Study around what love is and what makes a good, positive relationship
- LGBT – diversity of relationships
- Further study of domestic abuse
- Mental health – MIND charity

Year 11

- Further study of LGBT rights
- Further study of contraception
- Consent
- Sexting and e-safety
- Pornography
- Mental health

Roles and responsibilities

- The governing body:
The governing body 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 pupils from those parts of the RSE curriculum which are not part of the National Science Curriculum. (See below – Parents’ right to withdraw)
- 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 students whose parents wish them to be withdrawn from the non-science components of RSE
- Students:
Students are expected to engage fully in RSE and when discussing issues related to RSE, treat others with respect and sensitivity.

Staff are trained on the delivery of RSE through Experience days.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support to staff delivering the RSE programme and to support the students in learning about RSE.

Monitoring and evaluation

In order to ensure the effective delivery of RSE, it will be rigorously monitored and evaluated. This occurs within the context of lesson observations, learning walks and curriculum evaluation. Staff responsible for delivering aspects of RSE will be responsible for developing and reviewing the policy through evaluating its effectiveness and this will feedback into the planning process. Students will also have a voice in evaluating RSE and their views will also feed back into the planning process.

Parents’ right to withdraw

Parents have the right to withdraw their children from the some aspects of RSE.

Students may only be withdrawn from those parts of the RSE curriculum which are not part of the National Science Curriculum.

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 RSE.

Sensitivity

RSE by nature, is a sensitive area of the curriculum and should always be delivered as such. However, both staff and students should be aware that disclosures of a sensitive nature are not entitled to confidentiality. Staff must not guarantee total confidentiality since grounds for concern may be issues of child protection. If a member of staff becomes aware of an issue relating to abuse or child protection, he/she should inform the Designated Safeguarding Lead (DSL) who deals with child protection matters.

This policy applies to any visitors supporting classroom sessions, regardless of whether they or their organisation has a different policy.

Therefore adults should:

- reassure students that their best interests will be maintained
- ensure students know that teachers cannot guarantee total confidentiality

Further details are in the safeguarding policy.

Chair's Signature : _____

Print Name: _____