

Relationships and Sex Education (RSE) Policy St Paul's Way Trust School

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POLICY AIMS AND OBJECTIVES

The aims of relationships and sex education (RSE) at the Trust school are to:

- Foster healthy and respectful whole school relationships and behaviour between pupils
- Provide relationships and sex information that will enable students to make informed decisions and keep themselves safe
- Comply with the relevant provisions of the Equality Act 2010
- Place safeguarding at the heart of everything we do and this includes teaching RSE to pupils
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves, their bodies and sexual orientation.

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.

CONTEXT

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4

POLICY DEVELOPMENT (Consultation Process)

The development of this policy is informed by DFE guidance and prior to issuing the statutory guidance for the delivery of RSE in schools, the DFE conducted a national consultation with groups of parents, young people, schools, RSE experts and a range of faith, community and social organisations.

This policy also acknowledges the work the LBTH Healthy Lives Team has done to ensure that representatives from our local community of parents and faith groups understand and engage with the statutory requirements of the RSE curriculum.

STATUTORY REQUIREMENTS

This policy is informed by the Department for Education’s statutory [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). The guidance is to provide RSE to all pupils as per the [Children and Social work act 2017](#).

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Our school will comply with the relevant requirements of the Equality Act 2010: *'schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.'* (Protected Characteristics)

Our RSE curriculum content supports the wider school values of respect for all and ensures that the teaching is sensitive and age appropriate in approach. The delivery of the content is accessible to all pupils, including those with SEND. Additionally, lessons and assemblies related to LGBT are fully integrated into the PD programme. Furthermore, our school takes positive action to build a culture where everyday sexism and homophobia etc are not tolerated and any occurrences identified and tackled.

STATUTORY CURRICULUM FROM THE DEPARTMENT OF EDUCATION

National curriculum science from the Department for Education

- At key stage 3 and 4 the national curriculum for science includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS
- Subject content (see appendices for full list of content)
- There continues to be no right to withdraw from national curriculum science.

Health Education (Physical Health and Mental Wellbeing) from the Department for Education

- The aim is to enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions. The lessons will help pupils to understand that there are normal variations in emotions and physical complaints and to help pupils to recognise the early stages of health and wellbeing issues
- Pupils will be taught self-care steps which they can use to protect and support their own physical and mental health and wellbeing. These include strategies for building resilience such as physical activity, hobbies, good nutrition, sleep and outward facing activities. Pupils will also be taught how to judge when someone they know needs support and where they can go to seek help
- Pupils will learn the key facts about puberty, the changing adolescent body and menstrual wellbeing in Health Education; this should build on the lessons started at primary school. Pupils will be taught both the physical and emotional changes and the impact this has on their wider health and wellbeing
- Subject content (see appendices for full list of content)
- There is no right to withdraw from Health Education.

Relationships and Sex Education from the Department for Education

- RSE within secondary school should provide a clear progression from the lessons taught in primary school
- The focus in secondary school should be to provide young people the information to identify and develop healthy relationships (family, friendships, colleagues, successful marriage or other type of committed relationship), not just intimate relationships. It will also ensure that pupils will cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). Pupils will learn about what is acceptable and unacceptable behaviour in relationships; both offline and online, how to identify this in relationships, recognise the impact this can have on mental wellbeing and understand how such situations can be managed. Pupils should also be taught about the link between self-respect and mental well-being, the facts and law about

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sex, consent, grooming and online safety, sexuality, gender identity, sexual health and the choices permitted by the law around pregnancy in an age appropriate and inclusive way

- In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make
- Subject content (see appendices for full list of content)
- There is no right to withdraw from Relationships Education.

NON-STATUTORY CURRICULUM FROM THE DEPARTMENT OF EDUCATION

Although the guidance states that Sex Education is statutory, it also states that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. They can be withdrawn by the parent up to and until three terms before the child turns 16. Sex Education would become statutory once again. If the withdrawn pupil wishes to receive sex education lessons after this point, they can opt themselves back in.

CURRICULUM CONTENT

An overview of the RSE content is set out in the appendices, however, we may need to adapt it as and when necessary. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

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
- Being safe inside and outside of school (up skirting)
- Intimate and sexual relationships, including sexual health
- Consent, including the age of consent
- Violence against women and girls including female genital mutilation (FGM)
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, pornography etc.)
- Abortion
- Sexuality
- Gender identity
- Relationship Abuse.

For more information about our RSE curriculum, see Appendices, and we 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).

DELIVERY

RSE is taught within the Personal Development curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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TRAINING

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Staff will have the opportunity to give feedback related to RSE, including feedback on training, support and lesson delivery in the classroom. This evaluation will be used to inform and identify training needs and ways in which RSE provision can be enhanced further.

The SLE responsible for PD 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.

SAFEGUARDING DISCLOSURES

In the event of any safeguarding disclosures or concerns, staff should follow the schools agreed safeguarding procedures.

ASSESSMENT, MONITORING AND EVALUATION

The RSE content is explored through PD lessons which are monitored by learning walks each half term and are carried out by SLT and Pastoral Leaders. During PD lessons self-assessment is actively encouraged as pupils are given time to reflect on their progress and achievements. This is done in their PD booklets which they keep for reference following PD lessons.

ROLES AND RESPONSIBILITIES

The Governors

The **Governing Board** will approve this policy and hold the Executive Headteacher/Headteacher to account for its implementation. Additionally, all governors will ensure that they have read and understand this policy.

The Executive Headteacher

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

The Deputy Headteacher (Trust)

The Deputy Headteacher is responsible for:

- Supporting the Executive Headteacher/Headteacher in ensuring that staff understand this policy and that it is being implemented consistently throughout the school
- Working with the Executive Headteacher/Headteacher and other staff, as necessary, to address any safeguard issues or incidents
- Ensuring that any safeguard incidents are dealt with appropriately in line with this policy
The SLE
- The SLE is responsible for supporting the Deputy Headteacher to update and deliver RSE staff training and liaises with other agencies and/or external services if necessary.

Staff

Staff are responsible for:

- Delivering RSE topics in a sensitive way
- Modelling positive attitudes to RSE

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- Monitoring pupils engagement and responses to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE will be encouraged to discuss this with the Executive Headteacher/Headteacher.

All form tutors are responsible for delivery any RSE focused information during tutor time sessions and teaching RSE focused lessons during the PD drop lessons.

Pupils

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

PARENTS RIGHTS TO WITHDRAW

There is no parental right to withdraw from the relationships aspect of Relationships and Sex Education, Health Education or the National Curriculum Science as these are a statutory part of the curriculum.

Parents have the right to withdraw from topics taught outside of these areas and relating to Sex Education.

- If parents want to withdraw their child they need to meet in person with a member of Senior Leadership Team (SLT) and discuss their reasons and concerns. Letters to withdraw pupils, instead of a meeting, will not be accepted. Pupils cannot be withdrawn from national curriculum science, Relationships Education or Health Education. Pupils can however be withdrawn from Sex Education, following discussions with a member of Senior Leadership Team (SLT)
- Following discussions with a member of the Senior Leadership Team, except in exceptional circumstances, the school should respect the parents request to withdraw the child; up to and until three terms before the child turns 16. After this point if the child wishes to receive sex education, rather than be withdrawn, the school will arrange to provide the child with sex education during one of those terms
- This process is the same for pupils with SEND. There may, however, be exceptional circumstances where the Executive Headteacher/Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

The DfE Guidance states:

“45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.”

“47. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.”

LINKS TO OTHER POLICIES AND RESOURCES

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This policy should be read alongside the following other policies:

- SPWF Relationships and Sex Education Policy (RSE)-Foundation School Only
- Child Protection and Safeguarding Policy
- E-Safety Policy
- PD/SMSC Policy
- Anti-Bullying Policy
- Behaviour Policy.

Our resources are informed by the *Quality Mark resources* from the **PSHE Association** website, via 'resource search'. The **Sex Education Forum** which is an online organisation providing guidance and resources about sex education. **Switched On** which is a series of PSHE resources including RSE for KS3 and KS4 developed by Theatre Centre. **Rise Above** an online forum which offers advice to young people about issues they might struggle with including RSE. **ThinkUknow** an online education programme from NCA-CEOP, a UK organisation which protects children both online and offline.

Approval Signature

Signature of Chair _____

Print name _____

Date _____

APPENDIX

RSE Curriculum Content

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Year 7	<p>CORE THEME: Relationships and Sex Education (RSE)</p> <p><i>Topic: Becoming a Teenager: An Exploration of Puberty</i></p>	<p>CORE THEME: Relationships and Sex Education (RSE)</p> <p><i>Topic: The best relationships start with Respect: An exploration of how to nurture positive relationships</i></p>
Year 8	<p>CORE THEME: Relationships and Sex Education (RSE)</p> <p><i>Topic: Human Sexuality: An exploration of gender differences</i></p>	<p>CORE THEME: Relationships and Sex Education (RSE)</p> <p><i>Topic: Friends don't abuse each other: An exploration of peer on peer abuse</i></p>
Year 9	<p>CORE THEME: Relationships and Sex Education (RSE)</p> <p><i>Topic: I am not Ready: An exploration Consent</i></p>	<p>CORE THEME: Relationships and Sex Education (RSE)</p> <p><i>Topic: I am not Ready: An exploration Consent</i></p>
Year 10	<p>CORE THEME: Relationships and Sex Education (RSE)</p> <p><i>Topic: What could happen to HER: An exploration of the negative effects of Female Genital Mutilation</i></p>	<p>CORE THEME: Relationships and Sex Education (RSE)</p> <p><i>Topic: Body Beautiful: An exploration of the negative effects of body shaming</i></p>
Year 11	<p>CORE THEME: Relationships and Sex Education (RSE)</p> <p><i>Topic: Should I be Sexting? An exploration of the negative effects of Sexting</i></p>	<p>CORE THEME: Relationships and Sex Education (RSE)</p> <p><i>Topic: Adulting when you are not an adult: An exploration of underage sex exploitation including Up-skirting</i></p>

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