



# RELATIONSHIPS AND SEX EDUCATION POLICY

Approved by Governing Body: January 2023

**Date:** July 2021

**Reviewed by SLT on:** January 2023

**Next review due by:** January 2024

**Dissemination of the Policy: All staff and Governors, School Website**

## History of policy changes

Date	Version	Change	Origin of change e.g. change in legislation, request by TU	Changed by

## **Rational and Ethos**

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing.

The policy exists in order to provide appropriate and accessible information so that students are able to make informed decisions and are then able to express their opinions in an assertive, positive and sensitive manner without undue influence from their peers, media or society.

From September 2020, all schools must have in place a written policy for Relationships and Sex Education (RSE). This policy sets out the framework for Relationships and Sex Education providing clarity on how our RSE curriculum is informed, organised and delivered.

This policy was reviewed and developed in response to the following guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019) 16-19 Study Programmes Guidance (DfE/ESFA, 2019)
- Keeping Children Safe in Education (DfE, 2019)
- Preventing and tackling bullying (DfE, 2017)
- Equality Act 2010: advice for schools (DfE, 2014)

This policy should be read in conjunction with the following school policies:

- Child Protection Policy and Procedures
- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Online Safety Policy
- IT Systems and Services Acceptable Use Policy
- SMSC and British Values Policy

## **Parent and Carer Engagement**

At Pittville school, we continue to be committed to liaising with parents and carers about all aspects of their child's education. As such, we understand the importance of the role of parents and carers in the development of their child's understanding about relationships, sex and health.

From September 2020, the law requires schools to consult with parents and carers on their RSE policy. Consultation must be carried out when the policy is formed and subsequently whenever it is updated.

At Pittville school, we will notify parents/carers each September when the policy has been reviewed, updated and uploaded to the school website and we will provide a window of opportunity for all parents and carers to respond with their views. The final version of the policy will then be available on the school website from October onwards for reference.

We will provide additional opportunities for parents/carers to be informed and ask questions about the delivery and content of the RSE curriculum by providing:

- Notification of when RSE topics are to be taught and a summary of the content to be covered
- Opportunities to view and discuss examples of RSE teaching and learning resources
- Information about parents' right to withdraw their child from non-statutory elements of RSE

## **Right to Withdraw**

From September 2020, will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Parents will be able to withdraw their child (following discussion with the school and providing notification to the Headteacher in writing) from any or all aspects of Sex Education up to and until three terms before the age of 16.

In line with the statutory guidance, where pupils are withdrawn from Sex Education, we will keep a record of this (including discussions/requests from parents/carers) and we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

In line with the statutory guidance, if any secondary-aged pupil wishes to receive Sex Education rather than be withdrawn, we will make arrangements to provide the pupil with Sex Education during one of the three terms before the age of 16.

## **What is relationship education?**

Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.

## **What is sex education?**

Sex Education Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. To safeguard pupils, factual information about the law relating to, for example, rights to access sexual health services, will be provided to pupils.

## **Subject integration**

In our school we take the approach that Relationships and Sex Education are best approached in an integrated way. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content.

## **Roles and Responsibilities**

The Personal development co-ordinator is responsible for ensuring that RSE is well planned and sequenced, both as part of an overall long-term plan and specific schemes of work. With the ensuring that RSE is taught consistently well across the school and is suitably resourced.

This may include liaising with and supporting other staff members/external professionals who deliver some/all of the RSE lessons at our school.

Teachers who are given responsibility for delivering RSE lessons must recognise the importance of RSE. They must seek support and advice wherever necessary to ensure that teaching continues to be well-prepared and of a high standard at all times.

## **Intent**

Effective RSE does not encourage or promote sexual experimentation. At Pittville school, RSE is carefully planned and delivered primarily through our RSHE curriculum.

Pittville RSE curriculum is informed by

DFE 2019 Statutory guidance

The needs of the community as identified by behaviour data

Pupil voice as identified by Pittville Parliament and the bi-annual Pupil well-being survey conducted by Gloucestershire County Council

Programme/Curriculum design

The intended outcomes of our programme

Provide knowledge about loving relationships, the nature of sexuality and processes of human reproduction.

Lead to the acquisition of understanding and attitudes in order to enable them to view their relationships in a responsible and healthy manner.

Provide a programme, which is tailored not only to the age but also the understanding of students.

Present information in an objective, balanced and sensitive manner with awareness of the law on sexual behaviour.

Encourage students to appreciate the value of stable family life, marriage, and responsibilities of parenthood.

Allow students to examine the physical, emotional and moral implications of behaviour and to appreciate the need for both sexes to behave responsibly regarding sexual manners – in particular a clear understanding of consent

Develop awareness of sexual identity, and to challenge sexism and prejudice in society, to encourage an acceptance of diversity and differing views

Encourage the development of self-esteem, social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.

Develop understanding of what constitutes a 'healthy' relationship including exploration of teen domestic violence, sexual exploitation/consent

Exploring the influence of technology on sexual behaviour including on-line pornography and sexting and sextortion, develop strategies to ensure digital safety and positive choices

### **Implementation (Organisation and Delivery)**

RSHE lessons are timetabled fortnightly for all Key Stages.

RSE is delivered by a Team of tutors who have identified themselves as having the skills and qualities to deliver the different issues.

This dedicated Team have termly training sessions with the Personal development lead and/or external agencies if the subject matter requires extra support.

Some aspects of RSE feature across several topics, yet discrete RSE topics are also planned and delivered, considering the timing of this as related to the age and emotional maturity of our pupils.

Through effective organisation and delivery of RSE, we ensure that RSE is delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment. Approaches such as distancing techniques and use of classroom question

boxes (encouraging pupils to use their names) will allow pupils to raise issues or ask questions which they may find embarrassing.

Content related to LGBT+ is fully integrated into a range of topics, rather than delivered as a stand-alone unit or lesson.

There is a focus on challenging perceived derogatory views about the legally protected characteristics of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex and sexual orientation, through exploration of, and developing mutual respect for, those different to themselves.

### **Working with outside agencies**

Working with external agencies can sometimes enhance our delivery of RSE, bringing in specialist knowledge and different ways of engaging pupils. Examples might include a School Nurse or a representative from the NSPCC Speak Out/Stay Safe Programme. The school would only use visitors to enhance teaching provided by our school staff, not to replace it. Staff employed by the school will be present during any RSE session delivered by an external visitor commissioned by the school.

### **Impact**

The school has the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. Our curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with oral feedback provided on pupil progress.

Whilst there is no formal examined assessment for RSE, teachers will use baseline and post assessments to capture overall progress. Strategies tests/quizzes, written assignments, self/peer evaluations, use of structured questioning, mind-maps, presentations/role-play, pupil interviews and learning portfolios.

Teachers will award an Attitude to Learning grade ATL in line with the school assessment calendar. This will be on a sliding scale from A-D based on contribution in class, listening to people opinions and reflecting on how the work studied will impact on their lives.

### **Monitoring and Evaluation**

The Senior Leadership Team in conjunction with the Personal development coordinator and Heads of House are responsible for monitoring the quality of teaching and learning in RSE. The quality of RSE provision is also subject to regular and effective self-evaluation as part of an annual subject report for personal development

Information to be considered includes feedback from lesson visits and learning walks, planning and work scrutiny, pupil and parent feedback and pupil progress.

Other factors to be considered as part of this process are outlined below:

- Is the curriculum effectively managed and are staff teaching RSE suitably skilled and knowledgeable?
- Does the RSE curriculum reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the curriculum as intended?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?