



Relationships Sex Education Policy

Date approved	July 2021	Approved by	Standards Committee
Review cycle	1 year	Signature	
Date for review	July 2022	Author	Dawn Martin

1. Why do we teach Relationships and Sex Education?

- 1.1 We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life.
- 1.2 A key part of this relates to relationships and health education, which must be delivered to every pupil. Primary schools also have the option to decide whether pupils are taught sex education.
- 1.3 Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.
- 1.4 Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.
- 1.5 We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils.
- 1.6 This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.
- 1.7 The school has a key role, in partnership with parents/carers in providing RSE.
- 1.8 Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex education, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

2. This policy links to the following policies and documents:

- Curriculum Policy
- PSHCE Policy
- Confidentiality Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Spiritual, Moral, Social and Cultural Policy
- School Development Plan
- Healthy Schools Action Plan

- 2.1 The term Relationships and Sex Education (RSE) is used in this policy rather than sex education.
- 2.2 This is to stress that our approach goes beyond provision of biological information to focus on clarifying attitudes and values and developing self-esteem and the skills to manage relationships.

2.3 According to the latest DFE guidance RSE is:

'...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'

'Relationships, Education, Relationships and Sex Education (RSE) and Health Education', 2019

2.4 The DFE 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' (2019) recommends that *'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'* and that *'schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children'*. The school has a key role, in partnership with parents / carers, in providing RSE.

3. What is RSE?

3.1 Knowledge and understanding

- Learning and understanding about physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships
- Learning about a safe and healthy lifestyle based on accurate information
- Learning about seeking appropriate help and advice.

3.2 Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making
- Learning to respect and value difference and diversity.

3.3 Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Learning to manage change
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Learning to make informed choices
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse.

3.4. How RSE is provided?

- Within the taught, age appropriate, PSHCE and Science programmes managed by the PSHCE co-ordinator and Science co-ordinator.
- School Health Team supported by the targeted specialist Youth Worker for Sexual Health.
- individual/small group work from identified agencies to address a specific need e.g. Derby Friends
- Healthy Schools Road show
- Pastoral support for pupils who experience difficulties
- Via drop-in clinic where provision of pregnancy tests, condoms and emergency contraception may be provided as an enhanced sexual health service as appropriate
- By the provision of appropriate information through leaflets and books
- Delivery in response to incidents

4. Whole School approach

4.1 A whole school approach will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE, in particular:

4.2 The designated PSHCE co-ordinator will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

4.3 The Senior Leadership team (SLT) will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

4.4. Governors will ensure pupils are making the correct progress in this area, that the curriculum is led appropriately, ensuring that teaching is appropriate for all pupils

4.5 Parents and other stakeholders

Parents are contacted at the beginning of the year to inform them of the content of RSE for the year giving parents / carers the opportunity to discuss any issues.

4.6 Teaching methods and resources

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding.

4.7 RSE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class.

For example:

- Nobody (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- In most cases the correct names for body parts will be used
- The meanings of words will be explained in a sensible and factual way.

4.8 Active learning methods, which involve student's full participation, will be used.

4.9 RSE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher.

4.10 The school nurse plays a key role in RSE both in terms of input into lessons and provision of pastoral support for students.

4.11 Outside agencies and speakers are involved in inputting to RSE lessons and as points of referral as support services for students.

4.12 The school will only work with agencies and speakers who are appropriate to student needs.

4.13 We will work in partnership with them and jointly plan their work within the school. The school will also promote relevant helping agencies that students can access.

4.14 Teaching resources are selected on the basis of their appropriateness to pupils.

In most cases teachers and school staff will attempt to answer student's questions and concerns in a sensitive, age and development appropriate manner.

4.15 Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHCE co-ordinator for advice and support. Teachers will also adhere to the following guidance:

- Teaching staff will establish clear parameters about what is appropriate and inappropriate in a whole class setting
- If a child's question is inappropriate to address with the whole class the appropriate adult should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher/LPSA/TA should remind the pupils of the ground rules
- Appropriate adults will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation
- Pupils may have opportunities to write down questions anonymously and post them in a question box. The appropriate adult will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons
- If an appropriate adult is concerned that a pupil is at risk of sexual abuse the Head Teacher/Designated Safeguarding Lead should be informed and the usual child protection procedures followed.
- If appropriate referrals/sign posting to the school nurse or other sexual health services will take place.

4.16 Staff Training

- Staff are trained through in house training delivered where required at subject team meetings or CPD/twilight sessions
- Staff also receive on line training and updates for elements such as FGM, Terrorism etc
- Staff are discuss at every subject team meeting if there are any training needed to ensure they are skilled / confident to deliver up to date content / knowledge

4.17 Student Assessment - PSHE is assessed through end of units tests which are RAG rated and also Fagus data input 3 times a year

5. Equal Opportunities

5.1 Children may have varying needs regarding RSE depending on their circumstances and background.

5.2 The school strongly believes that all pupils should have access to RSE that is relevant to the complexity of some pupils needs and programmes will be tailored appropriately.

5.3 To achieve this, the school's approach to RSE will take account of:

- **The needs of boys as well as girls;** Girls tend to have a greater access to RSE than boys, both through the media and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.
- **Ethnic and cultural diversity;** Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents / carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- **Sexuality;** Some students may define themselves as gay, lesbian, bi-sexual or trans-gender (LGBT). Some pupils may have LGBT parents / carers, brothers or sisters, other family members and / or friends. All our pupils will meet and work with LGBT people.

Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

- **Special educational needs;** We take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.
- **Parental concerns and withdrawal of pupils;** Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas.

5.4 We will work in active partnership with parents/carers, value their views and keep them informed about our RSE provision.

5.5 If a parent/carer has any concerns about the RSE provision we will take time to address their concerns and allay any fears they may have.

5.6 If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

6. The nature of support available to students

6.1 The school takes its role in the promotion of student welfare seriously. Staff will endeavour to be approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through their key workers or those adults that they trust. They offer a listening ear and, where appropriate, information and advice.

6.2 At The School, the School Health Team offers a health and support service to students and are able to offer extended sexual health services so, where appropriate, students are referred to the school nurse and/or outside helping agencies.

6.3 The school will keep up to date about the development of local services and national help lines for young people, promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

7. Confidentiality and informing parents/carers

7.1 School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students.

7.2 Child protection procedures must be followed when any disclosures about abuse are made.

7.3 It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed.

7.4 This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing
- The student's age, maturity and competence to make their own decisions.

8. Monitoring and Evaluation

8.1 The programme is regularly evaluated by the PSHCE co-ordinator. The views of pupils, teachers, Designated Safeguarding Lead and School Health Team are used to make changes and improvements to the programme on an ongoing basis.

9. Policy development and review

9.1 This policy document was produced in consultation with the school community, including pupils, parents, school staff, Governors and the School Health Team.