Relationships and Sex Education Policy

Agreed date: Autumn 2018
Review date: Autumn 2019

Responsibility of: PSHE Teacher in Charge
Assistant Head Pastoral Care
1. Aims
The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare our students for all future relationships
- 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 and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

2. Statutory requirements
Academies do not have to follow the National Curriculum and as such, are not obliged to teach RSE.

If academies do teach RSE, they are required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At RHSC we teach RSE as set out in this policy.

3. Policy development
This policy has been developed in consultation with staff, pupils and governors, including parent governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – appropriate school staff were given the opportunity to look at the policy and make recommendations
3. Parent/governor consultation – parent governors were consulted about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified
4. 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.**

5. Delivery of RSE
RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

6. Roles and responsibilities

6.1 The governing board
The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

6.2 The headteacher
The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

6.3 Staff
Staff are responsible for:

- Delivering RSE in a sensitive way
- Working with outside agencies to deliver aspect of RSE, and ensuring that what is delivered is quality assured and age appropriate
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching aspects of RSE, although those asked to be involved will be chosen sympathetically. However, all staff must support the aims and ethos of RSE.

6.4 Pupils
Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.
7. Parents’ right to withdraw

Parents’ have the right to withdraw their children from the non-statutory components of RSE.
Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil’s educational record. The headteacher will discuss the request with parents and take appropriate action.
Alternative work will be given to pupils who are withdrawn from RSE.

8. Training

Appropriate staff are trained on the delivery of RSE as part of their induction in their first year and it is included in our Continuing Professional Development calendar.
The headteacher 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.

9. Monitoring arrangements

The delivery of RSE is monitored through usual school monitoring procedures, such as learning walks, lesson observations, line management and self-evaluations.
Pupils’ development in RSE is monitored by class teachers as part of our internal assessment systems.
This policy will be reviewed by the teacher in charge of PSHE, currently Leeanne Reid, and the Assistant Headteacher in charge of Pastoral Care, currently Alex Edgar. At every review, the policy will be approved by the Governing Board.