Relationship and Sex Education Policy

1. Rationale of RSE Policy:
1.1 This policy covers our aims of Relationship and Sex Education (RSE). We believe RSE is fundamental for our pupils as it provides them with the skills and knowledge to make informed, positive, healthy and responsible choices, now and later in life. Consequently, the teaching of RSE will help to embed our core values of respect, determination and integrity within Academy students. It will also support students’ spiritual, moral, social, emotional and physical development, preparing them for a wide range of life experiences with an overarching aim of allowing all students to reach their full potential safely.

2. Defining RSE:
2.1. In the DfE document, RSE is defined as ‘learning about physical, moral and emotional development’.
2.2. The guidance states, 'It is about understanding 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'. (Department for Education, 2000)
2.3. Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as part of Personal, Social, Health and Economic Education (PSHEE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. (Sex and relationships education (SRE) for the 21st century PSHE Association and Sex Education Forum 2014)

3. Legalisation: (statutory regulations and guidance)
3.1. Revised Department for Education statutory guidance will state that from September 2020, all secondary schools must deliver Relationships and Sex Education.
3.2. The parental right to withdraw pupils from RSE remains for secondary education, for aspects of sex education which are not part of the Science curriculum.
3.3. The Equality Act 2010 covers the way that the curriculum is delivered. We teach RSE in accordance with the Equality Act.
3.4. RSE must be taught in such a way that does not subject pupils to discrimination. We ensure RSE is inclusive and all pupils have access to RSE, including those with special educational needs and disabilities (SEND).
3.5. We ensure our RSE programme fosters gender equality and LGBT+ equality.

4. Context:
4.1. The School’s Personal, Social, Health and Economic Education (PSHEE) and Citizenship programmes provide opportunities for RSE education. PSHEE is described as a framework that is non-statutory.
4.2. At key stages 3 & 4 Citizenship is a statutory subject and is complemented by the PSHE framework.
4.3. Elements of Sex and Relationship Education are taught to all students through the PSHE/Citizenship programme. Topics are introduced at an appropriate stage and groups organised flexibly according to the needs of students and the topics being covered.
4.4. Science will also complement this framework within the curriculum in teaching the biological side of the human body when it comes to reproduction and puberty, together with other curriculum areas, as well as off-timetable activities that will be used to help reinforce the key principles.
4.5. We will ensure that pupils are offered a balanced programme by providing a programme of study that covers:

- relationships, love, care and the responsibilities of parenthood as well as sex.
- respecting oneself and others in relationships.
- taking on responsibility and the consequences of one’s actions in relation to sexual activity and parenthood.
- different types of contraception, safe sex and how they can access local sources of further advice, support and treatment.
- having a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- understanding the link between sex and relationship education and issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol.
- understanding how the law applies to sexual relationships, with a focus on age of consent, sexting and child pornography.
- understanding on and offline safety, consent and sexual exploitation.
- awareness of issues relating to forced marriage and female genital mutilation (FGM).

5. Teaching:
5.1. Care is taken to ensure that the RSE education programme is presented by means of various techniques and strategies such as videos, discussions, visiting speakers as well as more formal written information. In this way it is intended that children of all abilities and needs will be able to access important information and have good understanding of relevant topics.

6. Teaching responsibilities:
6.1. The PSHE programme will be led by the PSHE lead (Mr M Hicks).
6.2. It will be taught by the Citizenship and PSHE department as well as other selected members of staff.
6.3. It is also the PSHE lead’s responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex and relationships effectively, and handle any difficult issues, such as child protection issues, appropriately and with sensitivity.

7. Confidentiality:
7.1. Teachers conduct RSE lessons in a sensitive manner, and in confidence.
7.2. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If a disclosure is made the teacher will consult with the designated safeguarding lead and in his/her absence their deputy. The Designated Safeguarding Lead will then deal with the matter, in consultation with health care professionals and other relevant agencies, as set out in our Safeguarding/Child Protection policy.

8. Assessing learning:
8.1. The assessment, recording and reporting of Sex and Relationship Education will take place in accordance with whole school policy.
8.2. Understanding in Sex and Relationship Education will be demonstrated through assessment against learning objectives, which will be built into curriculum planning.
8.3. A variety of assessment techniques will be used, including discussion, work scrutiny, self and peer assessment, group work, pair work and individual work. The recording of these assessments will take the form of either targets set or through end of topic knowledge tests, portfolio evidence and/or rating sheets. The reporting of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding. Progress in these areas will be reported through written reports home to parents/carers in students’ Progress Reviews.
9. **Parents and carers:**

9.1. We are committed to working with parents and carers. We welcome parental involvement with the RSE programme and they are welcome to view any of the teaching material used, by contacting the Head of PSHEE, using the school contact number.

9.2. Parents will be informed of the policy through the school website. They can also request a copy of the policy.

10. **Procedure for withdrawal of students:**

10.1. Any parent/carer has the right to withdraw their child from Sex and Relationship Education. In such circumstances the school would hope to discuss any issues to see if any concerns could be allayed. In the event of children being withdrawn, they will be given a self-study lesson under supervision.

11. **Monitoring and review:**

11.1. The PSHE Lead monitors the implementation of this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

11.2. This policy will be reviewed every two years, or earlier if necessary.

**Date:** Autumn 2018

**Policy to be reviewed in:** Autumn 2019