

Relationships and Sex Education (RSE) Policy

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Next review date:		1 st December 2023	
Review cycle:		Every 3 years	
Statutory policy:		Yes	
Date:	Version	Reason for change	Source
3.11.20	V1.0	New Policy Drafting Scheduled Revision Statutory Change	DfE

To be read alongside all relevant Matrix Academy Trust policies and procedures

1. Aims

1.1 The aims of relationships and sex education (RSE) at our school are to:

- 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
- 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

2. Statutory guidance

2.1 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Sex Education (RSE) compulsory for in all secondary schools. Health Education compulsory in all state-funded schools.

3. Definition

3.1 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.

3.2 RSE is not about the promotion of sexual activity.

4. Curriculum

4.1 Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

4.2 We have developed the curriculum, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

5. Delivery of RSE

5.1 Dame Elizabeth Cadbury School acknowledges that high-quality, evidence-based and age-appropriate teaching of RSE can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

5.2 RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by the school's wider policies on behaviour, inclusion, respect for equality and diversity, SEND, e-safety, anti-bullying and safeguarding.

5.3 RSE is taught within the school's personal, social, health and economic (PSHE education) curriculum.

5.4 Science, computing, social science and physical education will complement some of the topics covered in the RSE curriculum.

5.5 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
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 1.

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

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

5.7 Anatomical terms and language will be used when teaching RSE.

5.8 The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of any particular local issues may be appropriate to address in lessons.

6. Roles and Responsibilities

6.1 The governing board

The Trust 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 10).

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- 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 RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

RSE is delivered as part of the PSHE curriculum during a rolling hour lesson, once per week, by Form Tutors and during focussed topic days throughout the year. The Leader for PSHE is Miss Raine, supported by Mrs Greene and Mr James.

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. Equality of opportunity

7.1 The school will use RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues.

7.2 RSE delivery is designed to comply with the Equality Act 2010 and will include LGBTQ+ content in the programme. This will include talking about LGBTQ+ families and teaching about sexual orientation and gender identity.

7.3 The religious background of all pupils will be taken into account when planning teaching and comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

7.4 Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that pupils clearly understand what the law allows and does not allow, and the wider legal implications of decisions they make.

7.5 Under the Equality Act, the school will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnerships, or sexual orientation.

8. Pupils with Special Educational Needs and Disabilities (SEND)

8.1 RSE will be accessible for all pupils.

8.2 High quality teaching is differentiated and personalised. This is the starting point to ensure accessibility for all pupils.

8.3 The school will be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

8.4 The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationship Education can also be a priority for some pupils, for example pupils with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

9. Working with external agencies

9.1 To support and enhance the delivery of RSE, Dame Elizabeth Cadbury School works with external partners to draw on specialist knowledge and implement different ways of engaging with young people.

9.2 When using external agencies, the school will ensure that all necessary checks are completed of the visiting organisation and any visitor linked to the agency.

9.3 The school will ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the Dame Elizabeth Cadbury School in advance of the session.

9.4 The school will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

10. Parents' right to withdraw

10.1 Parents have the right to withdraw their children from the non-statutory components of RSE (intimate and sexual relationships, including sexual health), 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. Parents cannot withdraw their child from Relationships or Health Education.

10.2 Parents can identify when RSE is being covered by referring to the PSHE overview document on the school website.

10.3 Requests for withdrawal should be made in writing and addressed to the Headteacher. A copy of the withdrawal requests will be placed in the pupil's file. The Headteacher will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from RSE.

10.4 There is no right to withdraw from Relationships or Health Education.

11. Training

11.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

11.2 The school 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.

12. Safeguarding, reports of abuse and confidentiality

12.1 The school recognises that at the heart of RSE, the focus is on keeping children safe and acknowledges the significant role schools have in preventative education.

12.2 We will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

12.3 The school safeguarding policy will be followed at all times. In line with the document Keeping Children Safe in Education (KCSIE, 2019), all staff are aware of what to do if a pupil tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and Children's Services.

12.4 A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interest of the child.

13. Monitoring and evaluation

13.1 The delivery of RSE is monitored by the school's Leadership team the school's PSHE Leads and Heads of House through the school's monitoring programme of curriculum reviews, learning walks, book looks and staff and pupil voice.

13.2 Pupils' development in RSE is monitored by pupil surveys, self-evaluations, 5 a day activities, written work and discussions.

13.3 RSE is not formally assessed.

Appendix 1 - Relationships and Sex Education Content (Secondary)

<p>Families</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> · That there are different types of committed, stable relationships. · How these relationships might contribute to human happiness and their importance for bringing up children. · What marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. · Why marriage is an important relationship choice for many couples and why it must be freely entered into. · The characteristics and legal status of other types of long-term relationships. · The roles and responsibilities of parents with respect to the raising of children. · How to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships, including friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> · The characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

	<ul style="list-style-type: none"> · How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). · That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority. · About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <ul style="list-style-type: none"> · What constitutes sexual harassment and sexual violence and why these are always unacceptable. · The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
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<p>Online and Media</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> · Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. · About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. · How not to provide material to others that they would not want shared further and not to share personal material which is sent to them. · What to do and where to get support to report material or manage issues online. · The impact of viewing harmful content. · That specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. · That sharing and viewing indecent images of children (including those created by children) is against the law. · How information and data is generated, collected, shared and used online.
<p>Being safe</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> · The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.

	<ul style="list-style-type: none"> · How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).
<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> · How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. · That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. · The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. · That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. · That they have a choice to delay sex or to enjoy intimacy without sex. · The facts about the full range of contraceptive choices and options available. · The facts around pregnancy including miscarriage. · That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). · How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. · How prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. · How the use of alcohol and drugs can lead to risky sexual behaviour. · How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

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