



Relationship and Sex Education Policy

CONTENTS

Contents	1
Document control	2
1. Aims	3
2. Statutory requirements	3
3. Policy development.....	4
4. Definition.....	4
5. Delivery of RSE.....	4
6. Roles and responsibilities	5
6.1. The Academy Advisory Board	5
6.2. The Principal.....	5
6.3. Staff	5
6.4. Pupils	7
7. Parents' right to withdraw	7
8. Training.....	7
9. Monitoring arrangements	8

DOCUMENT CONTROL

Who is this policy for?

Staff, parents and pupils.

Author

Sarah Gill, Director of Inclusion and Student Support

Vaughan Marklew, Associate Assistant Principal, PSHE Lead

Version number

1

Date approved

September 2019

Date of review

July 2020

Revision History

REVISION	DATE	DESCRIPTION	AUTHOR
1	1/9	New policy created	VMA/NCA

1. AIMS

The aims of sex and relationship education (RSE) are to:

- 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
- 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
- Ensure the delivery of RSE is factual, sensitive and balanced. Staff will avoid the imposition of personal opinion. Instead they will stay focused on the social, moral, spiritual, health and education aspects of the topics.
- RSE promotes meaningful, loving and healthy relationships

The RSE policy is underpinned by the ethos and values throughout the school.

2. STATUTORY REQUIREMENTS

Under the Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All maintained secondary schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2019)
- Children and Social Work Act (2017)

3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents.

4. DEFINITION

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. At Ash Hill Academy, RSE is centred on personal safety, caring for others and building strong family relationships. This is coupled with teaching students about sexual health (including safe sex), and sexuality.

Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. RSE at Ash Hill Academy is intended to help students learn about relationships, emotions, sexuality and sexual health. We aim to present relevant facts in an objective and balanced manner.

Lessons are set in the context of the family, friends and wider societal issues and address responsibilities that arise from within these relationships.

RSE at Ash Hill Academy will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

SRE 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. This may be in lessons or form learning time. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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.

Across the faiths, there is obviously some variation in attitudes and outlooks in regard to Relationships and Sex. The teaching of RSE at Ash Hill Academy is respectful of all cultural and religious differences.

The teaching of RSE at Ash Hill Academy is in line with outcomes outlined within the ECM framework, specifically, “Be Healthy” & “Stay Safe”.

6. ROLES AND RESPONSIBILITIES

6.1. The Academy Advisory Board

The academy advisory board has delegated the approval of this policy to Carol Cartwright

6.2. The Principal

The Principal 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

The Teaching of Relationships and Sex Education

RSE will be taught across the curriculum but specifically in PSHE and science. Form tutors, teachers and external professionals may also deliver elements of RSE and certain aspects of the programme.

Staff are guided by the Fraser Guidelines*, which provide guidance for health and education professionals and details of these are provided in the DfE Relationships and Sex Education (2019) guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

We make it clear to pupils what our procedures are with regard to confidentiality. Similarly, if questions are asked in class or in assembly adults will follow agreed practice based on DfE guidance 2019. 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.

In the instance of a disclosure, staff will consult with the designated safeguarding lead Miss L. Sims and in their absence the deputy safeguarding Lead / Head of Academy or Principal.

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 will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive. Staff will use their judgement in discussion depending on understanding and maturity level of learners.
- Use their professional judgement as to answering questions in front of the whole class or individually taking into account the Child Protection Policy and Safeguarding Policy.
- Encourage learners to ask their parents/carers any question outside the planned programme.
- Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Have designated adults that learners know of to go to if they wish to talk.

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 Principal.

RSE resources:

RSE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society

- Positive, healthy and unbiased messages
- Age and understanding appropriateness.

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

The new legislation brought in through the Children and Social Work Act 2017 brought important changes in relation to parental rights to withdraw children from school RSE:

1. Parents will not be able to withdraw their child from relationships education in primary school or secondary school.
2. At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science). **However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16).**
3. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record and on CPOMS. The Principal will discuss the request with parents and take appropriate action.
4. Alternative work will be given to pupils who are withdrawn from RSE.

8. TRAINING

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

School nurses or sexual health professionals, may provide support and training to staff teaching RSE.

9. MONITORING ARRANGEMENTS

The delivery of RSE is *monitored* by Patrick Morris through:

- Student feedback
- Teacher feedback
- Learning Walks
- Work Scrutinies

The PHSE/ RSE team plan and monitor the delivery of the RSE programme and ensure that all aspects of RSE are covered as defined in government guidance especially the National Curriculum for PSHE- “personal wellbeing”. The programme is reviewed on an annual basis.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

As part of effective RSE provision, this policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.