



Relationships and Sex Education (RSE) Policy

Author	S King
Responsibility	All staff and the governing body
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Approved by full Board of Governors:	To be approved
Storage; (i) Electronic (ii) Hard Copy	(i) School network, (managed by Headteacher's PA) and on school website (ii) School office and staff room
Distribution	All staff and governors. Open access to parents via school website and school office

1. Rationale and Ethos

- i. This policy covers our school's approach to the delivery of relationships and sex education (RSE).
- ii. As a Christian School we believe that the scriptures provide guidance and principles for humans on how to behave to fulfil themselves in relationships.
- iii. We believe RSE is important for pupils and our school because it is vital in helping students learn to live confident, healthy and independent lives. It will play an important role in helping pupils understand and cope with the changes to their body, emotions and social experiences during their time at Middle school and will prepare them for the opportunities responsibilities and experiences of adult life. Pupils should learn the significance of marriage and stable relationships as building blocks of families, communities and society. Pupils should be taught about sex, sexuality and sexual health in the wider context of respectful, loving and caring relationships.
- iv. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by teaching in mixed ability classes, ensuring that all resources are accessible and appropriate, encouraging parents to view the Schemes of Work and raise any concerns for their child with us and using inclusive language in the classroom. We recognize that some pupils will be more vulnerable to abuse and exploitation than their peers and may be confused about what is acceptable behaviour. The form teacher, PSHCE co-ordinator, SENDCO, Welfare Officer and Designated Safeguarding Person should collaborate where appropriate to support such vulnerable students so that they are able to protect themselves and learn acceptable behaviours. If appropriate the SEND team ensures that an LSA is present with a SEND student in RSE lessons and will provide follow up sessions to allow students more time and opportunities to digest the information from the lesson and raise any queries.
- v. We ensure RSE fosters gender equality and LGBT+ equality by never assuming all intimate relationships are between opposite sex, all classes are mixed in terms of abilities and disabilities, experiences, backgrounds, gender and sexual identities, use of inclusive language, inclusion of LGBT people in case studies and scenarios. Although there will be no direct promotion of sexual orientation, staff will deal honestly and sensitively with any examples raised. Any form of bullying e.g. homophobic abuse, linked with LGBT will be dealt with following procedures in the Anti-Bullying policy.

2. Definitions

i. What is RSE?

Relationships and Sex Education (RSE) is the start of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex human sexuality and sexual health. It is about understanding the importance of marriage for family life, stable and loving relationships, respect love and care. It is not about the promotion of sexual orientation or activity. Some aspects are taught in Science and others are taught as part of Personal, Social, Health and Economic Education.

ii. What is high quality RSE provision?

High quality Relationships and Sex Education starts early and is relevant to pupils at each stage in their development and maturity. It consists of 3 main elements to develop: knowledge and understanding, attitudes and values and personal and social skills. It is taught by trained and confident people using active learning methods supported by a well-planned, assessed and evaluated curriculum, which has been developed and reviewed by key stakeholders (students, parents, teaching staff, SLT and governors). Medically and factually correct knowledge is shared and students are made aware of their legal rights and responsibilities as well as external resources available to them. In a safe and inclusive learning environment students are able to understand a range of views and beliefs about relationships while staff are able to promote healthy relationships and equality. Student safety is paramount meaning confidentiality issues are clearly explained, safeguarding measures are continually in place and students develop the skills to know how to recognize and respond to issues such as consent, on and offline safety, violence and exploitation.

Successful and high quality RSE contributes to a positive ethos and environment for learning; safeguarding students while promoting wellbeing; a better understanding of diversity and inclusion meaning a reduction in prejudice bullying and violence and reducing early sexual activity, exploitation and abuse. Students will be able to enjoy their relationships and build confidence in accessing support and services should they need help and advice.

3. Aims

The intended outcomes of our RSE are to:

- i. support the development in our pupils of
 - a) Attitudes and Values:
 - learning the importance of values (e.g. love, respect and care), individual conscience and moral conscience
 - leaning the value of family life, marriage and stable and loving relationships for the nature of children
 - exploring, considering and understanding moral dilemmas
 - developing critical thinking skills as part of decision-making
 - b) Personal and social skills:
 - manage emotions and relationships
 - developing self-respect and empathy for others
 - learning to make choices with an understanding of difference and absence of prejudice
 - the ability to take responsibility for, and accept the consequences of, their own actions
 - managing conflict
 - recognizing and avoiding exploitation and abuse
 - c) Knowledge and understanding
 - an understanding of physical development at appropriate stages
 - understanding sexuality, reproduction, sexual health, emotions and

- relationships
 - types of contraction and range of advice and support services available
 - learning the reasons for and benefits of delaying sexual activity
 - the knowledge to reduce the risks to their own health and the health of others.
- ii. work with parents, carers, families who are the primary educators of our children in this area of their lives
 - iii. provide parents, carers and families with the opportunity to attend information evenings about the detail of their child's RSE programme for the year
 - iv. ensure that parents carers and families are clearly informed of their legal right to withdraw their child from RSE
 - v. deliver the full national programme as appropriate in each of our four year groups
 - vi. provide support and initial counselling for pupils whose response to these programmes raises a particular need
 - vii. ensure that staff engaged in delivering these programmes are reminded of the school's Safeguarding Policy and practice
 - viii. make appropriate use of external health professionals

4. Roles and Responsibilities

- i. The RSE programme will be led by the PSHCE Co-ordinator and supported by Heads of Year, Deputy Heads (Curriculum and Safeguarding), SENDCO, Welfare officer and Governors through their Ethos committee.
- ii. RSE forms part of the PSHCE curriculum in every year group. It is taught in PSHCE lessons by form teachers, for 40 minutes, once a week, in the Summer Term.
- iii. It will be taught by form teachers in mixed ability tutor groups for PSHCE and by Science teachers in its contribution of RSE delivery. On some occasions pupils may be organised in single sex groups, also taught by form teachers for PSHCE lessons.
- iv. The RSE programme will be monitored and evaluated by the PSHCE co-ordinator and Deputy Headteacher. They will include a range of sources of information including parent/student questionnaires, teacher assessments, pupil self-assessment and teacher surveys.
- v. A variety of teaching approaches will be used to give pupils relevant information; to enable moral issues to be explored through discussion and to acquire appropriate skills. Please see Sections 5 & 6 for outlines of the Schemes of Work and the range of teaching strategies used. Full schemes of work are available on request from the school.
- vi. An annual report will be made to the Governors. The full policy will be made available to all parents on request and will be available on the school website.
- vii. A nominated Governor will have a link role between the school and the governing body.

4 Legislation (Statutory regulations and guidance)

The government is clear that age appropriate RSE teaching are vital to keep pupils safe and healthy. There is no statutory requirement for academies to teach RSE however we view it as a compulsory topic as it plays an important part in fulfilling the statutory duties schools have to meet, helps us to offer a broad and balanced curriculum (The National Curriculum s2.1) and is a key component in safeguarding and important part of PSHCE education.

We follow the legislation relevant to RSE as outlined below:

- i. The school follows DfE guidance in reference to the policy, practice and its implementation. from the "Sex and Relationships Guidance" produced by the Department for Education in 2000(See ref DfE 0116/2000).
- ii. In Science lessons students are taught the biological aspects of puberty and reproduction required by the National Curriculum (Education Act 1996, National Curriculum 2014). The Education Act 1996 and Learning and Skills Act 2000 ensure that pupils are taught the compulsory Science

- curriculum but allow parents a right to withdraw their children from any RSE taught outside the Science curriculum.
- iii. Primary schools can currently choose not to teach RSE, though this requirement will change with Relationships Education becoming compulsory in 2019. Our current RSE curriculum will meet the requirements though a review will be conducted as and when government guidance is provided.
 - iv. RSE is statutory in maintained secondary schools, so Holywell follows this although not required to teach RSE. Schools must teach about HIV, AIDS and sexually transmitted infections as per the Education Act 1996 F771.
 - v. RSE contributes to the schools duty under the Education and Inspections Act 2006 Section 38 to promote the well-being of pupils.
 - vi. School governors are expected, as a requirement of the Learning and Skills Act 2000, to give due regard to the RSE 2000 guidance and maintain an up to date RSE policy which must be made available to parents.
 - vii. The Equality Act 2010 states schools have a duty to promote equality and the Education Act 2006 requires schools to combat bullying, which includes homophobic, sexist, sexual and transphobic bullying.
 - viii. Although non-statutory, guidance has also been sought from the supplementary advice in “RSE for the 21st Century” produced by the PSHCE Association, Brook and the Sex Education Forum, This guidance was used to inform policy and practice.
 - ix. Our RSE provision support the Department for Health Framework for Sexual Health (2013) by ensuring all children receive good-quality sex and relationship education, that young people know how to ask for help and can access support, understand issues around consent and have the confidence and resilience to understand the benefits of loving, healthy relationships and delaying sex.
 - x. The RSE policy supports/complements the following policies: Safeguarding, Equality, Access and Community cohesion, Curriculum, PSHCE policy.
 - xi. Other documents that inform RSE at Holywell include: Keeping children safe in education- Statutory safeguarding guidance (**2016**), Children and Social Work Act (2017).

5 Curriculum Design

In the first RSE lessons teachers will ensure that each class has developed their own ground rules for discussion and participation in order to create a safe, caring learning environment. The teacher will also introduce the “Ask-It Basket” as a means for pupils to ask confidential questions. Confidentiality and safeguarding procedures will be made clear so that pupils know they can raise issues with staff but know that if any safety concerns arrive these will be passed on to the Designated Safeguarding Person. The bullet points below outline the topics covered during the RSE unit. Please note that although some topics do not appear to link directly with RSE they are included because they fall within the “relationships” element e.g. the possibility of encountering drugs through friendship groups.

Year 5

- Keeping healthy.
- How people grow and change throughout their life (introducing puberty and the changes that occur during this time).
- Feelings about growing up and how strategies to manage changes in feelings as puberty occurs.
- Different types of relationships, problems that can occur in relationships and problem solving strategies (e.g. who could provide support). In Year 5 the focus is on friendship issues.
- How to prevent the spread of germs and the importance of developing a personal hygiene routine.
- Health and fitness including food groups, making healthy food choices and completing a fitness profile to identify personal areas for improvements.
- Smoking: the effects and consequences of smoking.
- Menstruation: the menstrual cycle, managing the emotional changes that occur and developing empathy.

Year 6

- Changes that take place during puberty including an activity to identify changes that happen to boys/girls/both, watching a DVD called “Living and Growing” and reading the “Growing Up” booklets.
- Developing strategies to manage the emotional changes that take place during puberty.
- Different types of family relationships. Developing healthy relationships in families and problem solving.
- Drugs: Definitions, the difference between illegal and legal drugs, effects of drugs on the body, decision-making and risk management (developing strategies to act responsibly), managing peer pressure.

Year 7

- Puberty recap: identifying and describing the reproductive functions of male and female sexual organs.
- The importance of maintaining personal hygiene as a result of changes that occur during puberty.
- Strategies for managing the emotional changes that take place during puberty.
- Developing an awareness of positive and negative influences (e.g. friendships, media) and managing peer pressure.
- Healthy eating.
- Effects of alcohol misuse, decision-making and resisting peer pressure.

Year 8

- Defining key terms and the differences between “relationships” and “sex”.
- Body image and the media.
- Relationships including what makes a stable and healthy relationship, different types of relationships, expectations about sexual intercourse and it’s role in a relationship and religious views on love, sex and relationships.
- The laws around sexual activity: consent and consequences of breaking the law.
- Sexually transmitted infections including types, transmission, symptoms and treatments.
- HIV and AIDS including the differences between the two, transmission, consequences and tackling prejudice.
- Contraception including different methods and risks.
- Illegal drugs including different types and associated risks.

6 Safe and effective practice

- The processes outlined below have been designed to ensure a safe learning environment for staff and pupils.
- Teacher and pupils will agree ground rules for discussion within each form class before the teaching of RSE. The teacher should ensure that the following points form part of the ground rules:
 - No-one (teacher or pupil) will have to answer a personal question
 - No-one will be forced to take part in a discussion
 - Only the correct names for body parts will be used
 - Meanings of words will be explained in a sensible and factual way
- Distancing techniques such as role play, case studies, invented characters etc will be used to depersonalize all discussions. This is to avoid embarrassment of staff and to protect pupil’s privacy. This technique also allows pupils to discuss sensitive issues and develop their decision-making skills in a safe environment.
- Pupils will be encouraged to ask questions. The following guidelines are designed to support teachers in managing questions:
 - Teachers must guide pupils as to whether a question is appropriate in a whole class setting or would be better discussed separately.
 - An “Ask-it basket” will ensure that pupils are able to ask questions anonymously by writing down the question on a piece of paper.
 - Teachers can use their judgement to decide if, how and when questions should be answered. For example, if a question is too personal, then pupils must be reminded of ground rules. Another example would be that the teacher would like to seek further advice from colleagues regarding the appropriateness or how to answer a question so will discuss with pupils at a later date. If a teacher

- feels uncomfortable answering a question then they should discuss this with the PSHCE co-ordinator or another appropriate colleague to seek support.
- If a question is too explicit, isn't age appropriate or raises concerns then the teacher should acknowledge and promise to attend to it at a later date. This allows pupils to feel respected but protects other pupils from inappropriate content. To maintain trust and respect the teacher must ensure they follow up on this question.
- If a teacher is at all concerned by a pupil's question or comment then discuss with the PSHCE co-ordinator and refer to the child protection procedures.
- v. All staff teaching RSE will be supported primarily by the PSHCE co-ordinator but also by SENDCO, SLT, Designated Safeguarding Person and Wellbeing Co-ordinator.

7 Safeguarding

- i. Staff 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. Should this situation arise staff will follow the protocols set out in the Safeguarding Policy. Staff will consult with the Designated Safeguarding Person and in their absence the Headteacher, Deputy Headteacher or Assistant Headteacher.
- ii. Visitors and external agencies which support the delivery of RSE will be required to ensure that they are never left unaccompanied with pupils and are made aware of the Safeguarding and Confidentiality procedures.
- iii. Outside of the teaching situation, health professionals, such as school nurses can give pupils one-to-one advice or information on a health related matter. Should any concerns for a pupil be raised to an external health professional, the school's Safeguarding policy and procedures will apply.

8 Engaging stakeholders

- i) Parents/carers will be informed about the policy in the form of a written letter. The policy will be available at the parent/carer's request via the school office and/or the PSCHE co-ordinator.
- ii) As part of our whole school approach to RSE parents/carers will be invited to a Parent/Carer Information Session where they will be given the opportunity to view the materials and resources used.
- iii) We will notify parent/carers when RSE will be taught by letter, which will also include details of how to obtain the RSE policy and an invitation to the Information Session.
- iv) Parents/carers have the right to withdraw their children from RSE content that is not part of the Science curriculum under the Education Act 1993.
 - a) Under the Education Act 1993 parents have the right to withdraw their children from all or part of the sex education in PSHCE, but not in Science. Parents wishing to exercise that right are asked to make an appointment to see the PSHCE Co-ordinator and a senior member of staff to discuss the issues. However, they are under no obligation to do so. Once a child has been withdrawn they cannot take part in later RSE without parental approval. Once a parent's request to withdraw is made, that request must be complied with until revoked by the parent.
 - b) If a request for withdrawal is made by a parent/carer we will:
 - discuss the nature of the concerns with the child's parent and, if appropriate, attempt to reassure them;
 - consider whether the programme can be amended or improved in a way that will reassure parents - care to be taken not to undermine the integrity of the RSE Programme and the entitlement of the other pupils;
 - attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education;
 - point out that pupils who have been withdrawn are vulnerable to teasing - we therefore attempt to causing minimal embarrassment to the pupil and minimal disruption to the programme;

- also point out that pupils may receive inaccurate information from their peers;
 - offer the parents access to appropriate information and resources.
- vi. Governors will be informed of the RSE policy and curriculum through the Ethos Committee and Full Governing Body meetings.
 - vii. Staff will be given opportunities to review and contribute to the RSE policy and Schemes of Work through staff meetings and briefings.
 - viii. Pupil voice will be used to reviews and tailor our RSE programme to match the different needs of pupils. An appropriate forum would be through use of the “Ask-it basket” to ensure pupil’s queries are dealt with in a timely manner, but also through an end of term reflection in their PSHCE booklets.

9 Monitoring, reporting and evaluation

- i. Teachers will critically reflect on their work in delivering RSE through feedback to the PSHCE co-ordinator.
- ii. Pupils will have opportunities to review and reflect on their learning during lessons and at the end of the topic.
- iii. Pupil voice will be used to amend and adapt planned learning activities. This could take place at the end of the topic, or form teachers may include new planned activities in response to student queries in the “Ask-it basket”, but must ensure that the PSCHE co-ordinator has seen and approved any new resources to check that they are appropriate.

10 Review

The Ethos and Pastoral Committee of the Board of Governors will monitor and review the implementation of this policy and make recommendations to the Full Board regarding any further amendments.

Agreed by the Ethos and Pastoral Committee:
 Agreed by Board of Governors

Cross reference this policy with the following policies

- Safeguarding
- Equality, Access and Community cohesion
- Curriculum
- Complaints
- PSHCE policy

APPENDIX 1

The following issues may occur as part of RSE. Staff, parents and pupils need to understand the school's procedure.

a) Confidentiality and Advice

Pupils will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made certain actions will ensue. At the same time pupils will be offered sensitive and appropriate support.

All adult employees of the school will invoke the school's Safeguarding procedures where a pupil makes a disclosure or suspicion of possible abuse or any sexual health concern. Professional information and guidance will be sought from a health professional where needed.

The school will always encourage pupils to talk first with their parents regarding any personal concerns in this area. Pupils should be asked whether they can tell their parent(s) and whether they want help in doing so. (Pupil Wellbeing Co-ordinator will support if needed. Where the disclosure raises concern the Holywell employee must report these to the designated teacher for child protection.

b) Family Life

The value of family life is an important aspect, which will be approached largely through a consideration of the equalities and relationships between the group of people, with an emphasis on respect, caring and support.

c) Facts

As part of the Sex and Relationships Education programme, issues of contraception, sexuality and abortion will be addressed. Facts are presented in an objective and balanced way with pupils encouraged to consider their attitudes and values. They will be made aware of the difference between fact, opinion and religious belief.

d) Language

All staff will use the correct language for all body parts as this is deemed as good practice. Staff will also openly teach what 'slang' words mean and that some are offensive. Staff will also avoid the use of 'slang' terms in their teaching.

e) Complaints procedure

Any complaints about the Sex and Relationships Education curriculum should be made to the Headteacher, who will report to the Governors with the existing complaints policy.

f) Technology and RSE

- (i) Staff will follow the existing safeguarding procedures should they be made aware of any issues relating to student use of technology (e.g. smart phones, social media) relating to RSE.
- (ii) Students will be taught about laws relating to sex, consent and managing inappropriate material and encouraged to report concerns to a trusted adult.