
Relationships & Sex Education Policy

Policy Details			
Written by (signed, role)	Checked by (signed, role)	Date	Review due
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Relationships and Sex Education Policy

Contents

1. Rational & Ethos.....	2
2. Aims of the Policy	2
3. Definition of RSE.....	3
4. Legislation and Guidance.....	3
5. RSE Curriculum	3
6. Curriculum Delivery	4
7. Safeguarding	5
8. Policy Development	5
9. Roles and responsibilities.....	6
10. Parents' right to withdraw	6
11. Monitoring arrangements.....	6
12. Training.....	7
13. Links with other policies	7

1. Rational & Ethos

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. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

At Mary Elliot the Relationships and Sex Education programme will reflect the school ethos and encourage the following values:

- Self-respect
- Respect for others
- Taking responsibility for their own actions
- Understanding their role within the school, their family and the wider community.
- The promotion of equality
- Diversity and anti-discriminatory practice.

2. Aims of the policy

This policy helps to ensure that the whole school community (pupils, parents/carers, staff and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

The aim of this policy is to:

- Clarify the content and manner in which Relationships and Sex Education is delivered to pupils at Mary Elliot.

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- Enable pupils to make informed choices, by imparting knowledge appropriate to their level of understanding, maturity and needs.
 - Provide a framework in which sensitive discussions can take place.
 - Build upon knowledge of puberty in a sensitive, appropriate and timely way, and provide them with an understanding of the importance of health and hygiene.
 - Help pupils develop feelings of self – respect, confidence and empathy.
 - Create a positive culture around issues of relationships.
 - Teach pupils the correct vocabulary to describe themselves and their bodies.
 - Enable pupils to recognise, forge and maintain healthy, positive relationships.

3. Definition of RSE

Mary Elliot School community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum.

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. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

4. Legislation and Guidance

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Mary Elliot we teach RSE as set out in this policy. As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017. In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

5. RSE Curriculum

Our Relationships and Health Education (RSE) curriculum has been developed in consultation with parents and staff, taking in to account the age, needs and feelings of students. If students 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.

Our RSE Curriculum closely follows the PSHE Association planning framework for pupils with SEND. This framework is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE) and has been adapted to support the learning needs and styles of our pupils.

Throughout the year our pupils will cover 6 main areas:

- **Self-Awareness** - Pupils will learn about themselves, their likes and dislikes, strengths and interests.

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- **Self-Care, Support and Safety** - Pupils will learn about looking after themselves, promotion of hygiene skills, making choices and how to stay safe.
 - **Managing feelings** - Pupils will learn about feelings, how to identify their own feelings and how their feelings and choices can affect others.
 - **Changing and Growing** - Pupils will learn about how they are changing, what they are able to do now that they couldn't do before, and about how as they grow they have new opportunities and responsibilities.
 - **Healthy Lifestyles** - Pupils will learn about being and keeping healthy, both physically and mentally.
 - **The World live in** - Pupils will learn about the communities they belong to (including family, school, and locality) and about living confidently in the wider world.

Where it is deemed appropriate (for example girls needing to know about menstruation), and in full consultation with families, pupils may have additional support to teach them about the changes that take place during puberty. This content will be delivered sensitively, in 1:1 or small group sessions as appropriate for the pupils needs.

In addition to this, pupils will be given opportunities wherever appropriate/possible to:

- Experience taking and sharing responsibility.
- Feel positive about themselves and others.
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy
- Carry out or take part in daily personal living routines.
- Make real decisions (with support where necessary so that they can act upon them).
- Take part in group activities and make contributions.
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their achievements and successes.

The Relationships and Health Education curriculum will be delivered through weekly, class based lessons. Teachers will also support incidental learning opportunities that build upon pupil's knowledge and understanding, where ever appropriate. For example the promotion of healthy friendships during break and lunchtimes.

Additional support from External agencies where appropriate, will be sought to enhance the learning programme.

6. Curriculum Delivery

Staff at Mary Elliot understand that effective RSE can make a significant contribution to the development of the personal skills needed by our students if they are to establish and maintain relationships. Effective RSE is essential if our students are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Addressing Relationships and Sex Education has three main elements enabling pupils to:

- Explore their own and other peoples' attitudes and values.
- Develop and practice personal and social skills.
- Increase their knowledge and skills.

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). 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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Safeguarding

Teachers are aware that effective Relationship Education, 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. Any disclosures or safeguarding concerns will be addressed in line with school safeguarding policy and procedures. Visitors/external agencies which support the delivery of Relationships and Sex Education will be required to follow school safeguarding procedures as detailed in their welcome/induction to the school.

8. Policy Development

This policy has been developed in consultation with staff, pupils and parents. 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 – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to view the policy and return feedback
4. Ratification – once amendments were made, the policy was shared with governors and ratified

9. Roles and responsibilities

The governing board - The governing board will approve the RSE policy, and hold the Head Teacher to account for its implementation.

The Head Teacher - The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

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/non-science] 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 Head Teacher.

Teaching Staff responsible for RSE at Mary Elliot School - All teachers are responsible for the planning and delivery of RSE in line with the RSE curriculum. The curriculum design is overseen by Lindsey Guest (PSHE Coordinator), Rebecca Davies (Curriculum Lead) and Rachael Bowen (Designated Safeguarding Lead).

Pupils - Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

10. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing addressed to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

11. Monitoring Arrangements

The delivery of RSE is monitored by Lindsey Guest and Rebecca Davies through:

- planning scrutiny
- learning walks
- student voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Evidence of learning will be monitored on our school online assessment system, B Squared.

Policy Review - This policy will be reviewed by Lindsey Guest, Rebecca Davies and Rachael Bowen annually. At every review, the policy will be approved by the governing board and the Head Teacher.

12. Training

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

The PSHE Coordinator 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.

13. Links with other policies

This policy is linked to our:

- Child protection and Safeguarding policy
- Online safety policy
- Equality and Diversity Policy
- Teaching and learning policy
- Positive Behaviour policy
- Inclusion Policy
- Assessment Policy
- Remote Learning Policy