

# White Spire School



## Relationships and Sex Education (RSE) Policy

**Date:** November 2020

**Review Date:** November 2022

## 1. Key contacts

- RSE Lead: Laura Halsey

## 2. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- School Prospectus
- Staff Handbook / Induction materials
- Governor Handbook / Induction materials
- Pupil documentation

## 3. Purpose of RSE Policy

This policy has been written as a statutory requirement, and to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- Give information to parents and carers about what is taught and when
- Give parents and carers information about their involvement with RSE
- Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important
- Clarify the content and manner in which RSE is delivered

## 4. How the Policy was developed

This policy was originally developed by the school in consultation with pupils (school council), staff, parents and carers, and wider community partners.

As a consequence of the national lock-down in 2020 the school is following an interim Personal, Social, Health, Citizenship and Emotional (PSHCE) recovery curriculum focussing on personal physical and mental health, understanding emotions and rebuilding relationships and friendships. RSE forms part of this curriculum. In Spring 2021 we will consult with pupils, staff, parents and carers about the teaching of relationships and sex education in our school. The Department for Education's (DfE) guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education [Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers] 2019 must be taught by the start of the Summer 2021 term. The outcomes of consultations will be reflected in our curriculum and updated PSHCE and RSE policies.

## **5. Definition of RSE**

Relationships and sex education (RSE) is lifelong learning about sex, sexuality, emotions, relationships, healthy lifestyles, diversity, personal identity and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996).

RSE is not about the promotion of sexual activity.

## **6. Aims of RSE**

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences
- Develop a positive self image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

## **7. Moral and Values framework**

RSE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

RSE supports and guides children and young people in life-long learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

RSE will, as far as possible, support the importance of stable relationships, for family life. Care is taken to ensure any different home circumstances of a pupil are respected.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding and respecting diversity regarding religion, culture, gender and sexual orientation

## 9. Content and Organisation of the Programme

### 9.1 Timetable allocation:

Key Stages 1 – 4: one timetabled session per week as part of the Personal, Social, Health and Citizenship Education (PSHCE) curriculum, and additional sessions where required and appropriate

Key Stage 5: two timetabled sessions per week as part of the Personal, Social, Health and Citizenship Education (PSHCE) curriculum, and additional sessions where required and appropriate

### 9.2 Groupings: a combination of mixed gender, and single sex sessions, depending on content and student need

### 9.3 How taught:

- Primary School

Relationships Education: Pupils up to 12 years of age follow a curriculum focused on the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults.

Sex Education: Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education. Apart from the sex education content included in the science curriculum for the Primary School age range, Sex Education will not be taught to pupils up to 12 years of age.

- Upper School

Relationships Education: Pupils from the age of 12 onwards follow a curriculum that explores the information they need to help them develop healthy, nurturing

relationships of all kinds (friend, colleague, intimate and committed). It should enable them to know what a healthy relationship is and it will help them to identify when relationships are not right and understand how such situations can be managed to protect and promote their physical and mental wellbeing.

Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate

Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism

A variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by professional organisations.

## **10. Confidentiality Statement**

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

## **11. Assessing RSE and Monitoring the Programme**

The RSE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils progress
- Recommending targets for whole school development
- Evaluation of the programme will be made through continuous pupil assessment, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account in developing our RSE provision.

## **12. Teachers' Responsibilities**

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed at point 6.

## **13. Training staff to deliver RSE**

It is important that staff delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practicing a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

## 14. Working with Parents/Carers and Child Withdrawal Procedures

On entry to the school, parents are invited to read the RSE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. Parents are kept informed about the content of the programme.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the education they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear on the school website
2. By inviting parents/carers to discuss personal development when their child enters the school

### **Rights to withdraw**

Parents **will not** be able to withdraw their child from Relationships Education.

Parents **will** be able to withdraw their child from Sex Education (other than sex education which sits in the curriculum as part of science).

A child will have the right to opt into Sex Education from their 15<sup>th</sup> birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes.

The school will respect the parents' request to withdraw their child from Sex Education up to and until three terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive Sex Education, the school will make the provision. We will always seek to meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

If a pupil is withdrawn from Sex Education, the school will ensure the pupil receives purposeful education during the period of withdrawal.

The school will keep a record of all withdrawals and when an appropriately aged pupil opts to receive Sex Education.

We should like to make clear that even when a pupil has been withdrawn from RSE lessons, if the pupil should ask questions at other times, these questions would be answered honestly by staff.

The DfE guidance on withdrawal is available for parents and carers at:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

## **15. Working with the Wider Community**

We currently work with the following Professional Organisations to support the delivery of our RSE curriculum:

Terrence Higgins Trust

## **15. Disseminating and Monitoring the RSE Policy**

A copy of this policy is available to all staff and governors. A full copy is freely available to parents on our website. Copies will also be supplied to other professionals whose work relates to RSE or who may be involved in its delivery.