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Written by	Anna Hulme	15/11/2020	15/11/2022
Reviewed by			
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RSE Policy

What is RSE?

RSE is lifelong learning about physical, social, moral, cultural, ethical, emotional and sexual development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE hopes to provide accurate information about the body, reproduction, sex, and sexual health. It will also give students essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe in the modern world, both on and offline.

Principles and Values

Our school believes that RSE should:

Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life

- Be an entitlement for all young people
- Encourage every student to contribute to their collective community
- Support each individual as they grow and learn
- Support family commitment and love, respect and affection, knowledge and openness.
- Encourage students and teachers to share and respect each other's views and promote the values of love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up and seek to work with them to improve the curriculum.
- Recognise that the wider community has much to offer Purpose High-quality, evidence-based and age-appropriate teaching of Relationships and Sex can help prepare pupils for the opportunities, responsibilities and experiences of adult life.

Our Relationships and Sex Education (RSE) Policy is designed with the following purposes:

- To inform students about different types of relationships, including friendships, family relationships and intimate relationships

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- To understand how to build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent; how to manage conflict and how to recognise unhealthy relationships
- To ensure students know how relationships may affect health and wellbeing, including mental health • To promote healthy relationships and safety online
- To teach factual knowledge around sex, sexual health and sexuality within the context of relationships; to help students acquire the skills and understanding to make considered decisions about safe and lawful sexual behaviour and personal safety, now and in the future
- To help students acquire the skills and confidence to access confidential health advice, support and treatment if necessary

Main elements of RSE

1. Attitudes and values. Learning the importance of values and individual conscience and moral considerations. Learning the value of family life, marriage and stable and loving relationships for the nurture of children. Learning the value of respect, love and care. Exploring, considering and understanding of moral dilemmas. Developing critical thinking as part of decision making.
2. Personal and social skills. Learning to manage emotions and relationships confidently and sensitively. Developing self-respect and empathy for others. Learning to make choices based on an understanding of differences and with the absence of prejudice. Developing an appreciation of choices made. Managing conflict. Learning how to recognise and avoid exploitation, abuse and sexual pressure.
3. Knowledge and understanding. Learning and understanding physical development at appropriate stages. Understanding human sexuality, reproduction, sexual health, emotions and relationships. Learning about contraception, STIs and the range of local and national sexual health advice, contraception and support services. Learning the reasons for delaying sexual activity, the benefits to be gained from such delay and choices in pregnancy. learning about the law and how it protects individuals from a range of harms, including online. RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares students for issues they will soon face. It is an integral part of our whole school PSHE education provision which in addition to the RSE elements, also includes internet safety and harm, media, being safe, mental wellbeing, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid.

Roles and Responsibilities

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Some RSE is taught through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. (Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues).

The Principal {Anna Hulme} will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing. Clare Hammond will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation. RSE is delivered by Clare Hammond.

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral support role with students. They will have access to information about the RSE programme and will be supported in their pastoral role. Governors have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at Governor's meetings.

Meeting the needs of all learners

Our RSE programme is inclusive of all our learners. Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their needs. In line with the Equalities Act, we are mindful of sexuality/sexual orientation, Gender identity, ethnicity, gender special educational needs and disability. We are also mindful that 'family' is a broad concept and includes a variety of types of family structure, and acceptance of them. When planning teaching for pupils with special educational needs and disabilities, high quality teaching that is differentiated and personalised is the starting point to ensure accessibility of this subject area. We consider the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration when designing sessions.

Delivery of RSE

The main RSE programme will be planned and delivered through PSHE lessons/tutor time/RSE focus days. In addition, certain biological aspects are delivered through Science lessons, other aspects of RSE arise in tutor time and cross-curricular links exist within a number of subject areas

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including Religious Education, Biology and English. An Overview of the objectives covered in our RSE scheme of work, which runs over a two year rolling programme, can be found below:

Families	Respectful relationships, including friendships	Online and media
<p>Pupils should know • that there are different types of committed, stable relationships.</p> <ul style="list-style-type: none"> • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries 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 raising of children, including the characteristics of successful parenting. 	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. 28 • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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 respect to others, including people in positions of authority 	<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 in all contexts, including online. • 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 • 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.

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<ul style="list-style-type: none"> • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. 	<p>and due tolerance of other people's beliefs.</p> <ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • 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 	<ul style="list-style-type: none"> • that specifically sexually explicit material e.g. pornography 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 a criminal offence which carries severe penalties including jail. • 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, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. 	<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. 	

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<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 (in all contexts, including online). 	<ul style="list-style-type: none"> • 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 and menopause. • 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, efficacy 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). 	
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	<ul style="list-style-type: none"> • 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. • about the 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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Pupils receive one lesson per week/term of PSHE/SRE. Our RSE programme will be taught through a range of teaching methods and interactive activities, including the use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers. RSE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant. Should a designated RSE teacher be absent, it would not be undertaken by a short-term supply teacher. Students should be secure in their knowledge and understanding of the topics taught and retention of knowledge is given priority. Formative assessment will be a key element of all RSE lessons/provision and summative assessments will take place at the end of a taught topic.

We will ensure a safe learning environment.

Ground rules have been agreed to provide a common values framework within which to teach:

- Students will be prepared, so that they will know how to minimise any embarrassment they feel.
- No one (teacher or student) should be expected to answer a personal question.

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- 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 stories, scenarios, clips from TV programmes or case studies can provide fictional characters and storylines that stimulate discussion whilst ‘de-personalising’ discussions. This will enable students to engage more objectively with the lesson content. The following or similar questions can be used to support distanced discussion: What is happening to them? Why might this be happening? How are they feeling? What are they thinking? What do other people think of them? Who could help them? What would you tell them to do if they asked for help? What could you say or do to persuade them to act differently? Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and if necessary, seek the advice of another member of staff about how to answer a question. Where necessary, students can be referred to appropriate agencies (i.e. Student Support Services, School Nurse, external Counsellor).

Students will be given the opportunity to raise questions by having an anonymous question box available before, during and after all RSE lessons. Pupils are also made aware of how to access confidential information and support after the lesson, should they need it. RSE involves consideration of sensitive issues about which different people may hold strong and varying views. The school’s approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias.

Safeguarding

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. If a pupil discloses something of a personal nature, teachers will consult with the Designated Safeguarding Lead and in his/her absence one of the Assistant DSLs. A decision will be made about whether parents / carers need to be informed and the student will be kept informed about how the disclosure is treated and who will have access to the information. Staff cannot promise absolute confidentiality if approached by a student for help. Staff will make this clear to students.

All external visitors are selected carefully in line with our values framework and school ethos and are required to follow the School’s safeguarding procedures from the point of arrival.

Visitors/external agencies which support the delivery of RSE will be required to meet with the PSHE Co-ordinator before delivering any sessions to discuss content and make-up of the groups.

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Teachers will always be present during visitors' sessions. The Right to Withdraw Department for Education statutory guidance states that from September 2020, all secondary schools must deliver Relationships and Sex Education. Parents have the right to withdraw their children from all or part of the Sex education aspect of the curriculum, except for those parts included in the statutory National Curriculum for Science, specifically "the teaching of biological aspects of human growth and reproduction". There is no right to withdraw from Relationships Education or Health Education, as set out by legislation. Parents are welcome to review any RSE resources the school uses. Requests for withdrawal should be put in writing and addressed to the Principal who will invite parents in for a discussion before granting such requests. Parents/carers are encouraged to discuss their decisions at the earliest opportunity. A copy of withdrawal requests will be placed in the pupil's educational record. The Head teacher will discuss the request with the parent/carer and take appropriate action. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. Up to and until three terms before a student turns 16, if they wish to receive sex education rather than be withdrawn, we will plan to provide them with sex education during one of those terms, as set out in Government mandatory guidance (2019).

Monitoring and Evaluating

The programme is regularly monitored and evaluated by Anna Hulme. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools and carried out by, for instance, auditing workbooks, sharing good classroom work and practice and observation of RSE delivered by staff. How this Policy was developed.

This policy was produced by Anna Hulme. Key staff were given the opportunity to look at the policy and make recommendations, parents were invited to provide feedback on the policy and student voice was consulted about RSE content and means of delivery. Once amendments were made, the policy was shared with governors and ratified. This policy will be reviewed every two years and will next be reviewed by the RSE/PSHE teaching team in September 2024.