

# **Relationships and Sex Education Policy**

<b>Approved by:</b>	<b>Stephen Romanski</b>	<b>Date: 25th May 2023</b>
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## **1. Purpose**

- Explain the definition, aims and objectives of RSE.
- Describe what we teach and the approaches we use.

This policy helps ensure that the whole school community (learners, 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.

As a school which values personal development in our children and young people we ensure our RSE is up to date and regularly evaluated. This is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond the provision of biological information to also

focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

## 2. Definition

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

## 3. Statutory requirements

The sex education contained in National Curriculum science (Key Stages 1 and 2) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes (1.13).
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16).

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Prepares learners at the school for the opportunities, responsibilities and experiences of later life.
- Promotes the spiritual, moral, cultural, mental and physical development of learners.

This is stated in section 2.1 of the National Curriculum framework (DfE, 2013a) and relates to duties set out in the 2002 Education Act and the 2010 Academies Act.

'Relationships Education, Relationships and Sex Education and Health Education' (June 2019) provided statutory guidance to schools and it is now mandatory for all learners to study health education as well as relationships education in primary school and relationships and sex education in secondary school. Primary schools are not required to teach sex education, beyond the Science curriculum, but the new guidance recommends that primary schools have a sex education programme. As a maintained secondary school, the new guidance requires us to provide RSE to all secondary-aged learners.

## 4. Aims and objectives

The aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing. Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also

enables young people to make responsible and informed decisions about their health and wellbeing.

Effective RSE is essential if young people 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 learners to:

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

The Relationships and Sex Education (RSE) policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our learners. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the under-pinning values and to deliver an effective programme that meets the needs of our learners.

Westhaven School explores/teaches RSE within the following moral and values framework based on the following principles:

- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- The right of people to hold their views within the boundaries of respect for the rights of others.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- An awareness of the way another person feels.
- The value of a stable loving relationship.
- Mutual support and cooperation.
- Honesty and openness.
- Self-respect.

## **5. Delivery of SRE**

RSE is taught within the Personal, Social, and Health Education (PSHE) curriculum. PSHE helps learners develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Through tailored lessons, learners will learn how to understand and implement the key values of a PSHE curriculum. This will include staying safe and healthy, building and maintaining successful relationships – and becoming active citizens who participate in society responsibly – now and in the future.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). To supplement the core programme, learners in year 9 and

across KS4 also receive stand-alone sex education sessions delivered by a trained health professional from the school nursing team each year if they have suitable availability.

Some RSE content is delivered in specific intervention groups. A learner may be referred to receive a Relationships and Sex Education intervention; this may be on an individual basis or as part of a selected group. A referral can be made by a member of staff or parents/carers.

## **6. Content**

The scheme of work we follow for key stages 1- 4 accompanies the 2020 edition of the PSHE Association Programme of Study for PSHE education and is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE). We have mapped the content grids from this statutory guidance and adapted learning outcomes appropriately in cases where statutory content may not be accessible for learners with SEND.

The PSHE programme follows six themes, one covered each term across the whole school, however with clear progression in the topic areas covered. SRE content is populated throughout the year, according to relevant themes.

Our PSHE scheme of work for key stage 5 complements our scheme taught throughout the school, ensuring appropriate developmental progression by revisiting themes and building on prior learning from key stage 4. Although it is recognised that RSE content is not statutory in key stage 5, we believe it is essential for our learners to over learn.

All schemes of work can be accessed on our school website, where more in depth coverage can be found.

## **7. Consultation process and arrangements**

Dissemination and consultation/review of policy includes:

- Consultation with parents/carers through a Google form
- Consultation with whole staff team through a Google form/staff meeting
- Review of RSE curriculum content with staff and learners
- Consultation with learners within PSHE sessions or school council
- Consultation with school governors

The policy will be available to parents through direct request and available on our school website.

## **8. Parents' right to withdraw**

As a school we notify parents by letter when particular aspects of Relationships and Sex education are taught. Parents cannot withdraw their children from relationships education, however parents have the right to withdraw their children from the non-statutory, non-science components of sex education up until the third term before their 16th birthday. However at Westhaven our curriculum does not teach anything outside of the statutory content. If a parent

wishes their child to be withdrawn they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. If the parent still wants to withdraw their child, having discussed it with the headteacher, the school will then work with the parents to support their child, if required.

The RSE policy along with the PSHE scheme of work is available on the school website and printed copies can be made available upon request.

## **9. Roles and responsibilities**

### **9.1 The governing board**

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

### **9.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school in partnership with the PSHE subject lead teacher, and for managing requests to withdraw learners from [non-statutory/non-science] components of RSE.

### **9.3 PSHE subject lead**

The subject lead will have vision and ambition for their subject that will ensure it develops and constantly adapts to meet the changing needs and priorities of Westhaven's learners, community and society. To ensure all staff feel supported and confident in the delivery of RSE, and to provide and attend regular CPD.

### **9.4 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual learners
- Responding appropriately to learners whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Attend RSE CPD

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 PSHE subject leader, who in turn would consult the headteacher.

### **9.5 learners**

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

## 10. Addressing specific issues for vulnerable groups

All staff will:

- Openly teach learners what 'slang' words mean (where appropriate) and that some are offensive.
- Use inclusive language (such as partner instead of boyfriend/girlfriend).
- Use correct terminology as this is deemed good practice.
- Avoid the use of any slang.

It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community – both in and out of lessons.

### 10.1 Safeguarding

Some issues may result in children and young people making disclosures which will be addressed in line with school safeguarding policy and procedures.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote learner well-being (Education and Inspections Act 2006 Section 38).

### 10.2 Confidentiality

Staff will follow the school's policy with regard to confidentiality. Learners should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

## 11. Working with external agencies

Appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE.

## 12. Assessment

Teaching and learning of RSE will be assessed by:

- Student self-assessment
- Assessment for learning
- Teacher assessment
- Peer assessment

### 13. Monitoring arrangements

The delivery of RSE is monitored by the school's chosen PSHE subject lead through curriculum reviews, planning scrutiny, observations, questionnaires, networking meetings, and reports to Governors.

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

This policy will be reviewed by the PSHE subject lead every two years. At every review, the policy will be approved by the governing body and the headteacher.

### 14. History of document

Version no.	Author/owner	Date reviewed	Approved by Governors on	Comments	Next review date
3	Tammy Chaplin	March 2023			September 2025
2	Tammy Chaplin	March 2021	April 2021		September 2023
1	Tammy Chaplin	March 2019	March 2019		September 2021