

<b>Date of Last Review:</b>	June 2023	<b>Review Period:</b>	Annually
<b>Date of Next Review:</b>	January 2024	<b>Owner:</b>	Deputy Headteacher



# ***Relationships and Sex Education Policy (RSE)***

*Enabling a world of freedom, opportunity and fulfilment*

### History of Policy Changes

Date	Page	Change	Origin of Change

## Policy Statement

Relationship and Sex Education (RSE) is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

## Roles and responsibilities

**The Academy Governance Committee (AGC)** will hold the Academy Leader to account for the implementation of this policy.

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

**The Senior Leadership Team (Deputy Headteacher, Pastoral and Line Manager PSHCE)** is responsible for approving and checking the Subject Leader of PSHCE's knowledge and understanding of RSE and monitoring progress.

**Staff** are responsible for:

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- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE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

**Students** are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity in accordance with the school code of conduct.

## Curriculum Intent - Relationships and Sex Education – (RSE)

We aim to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what acceptable and also unacceptable behaviour in a relationship is. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

## Policy Aims

The aims of Relationship and Sex Education (RSE) at The Trafalgar School is to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- To guide and support students through their physical, emotional and moral development
- To give students the skills and understanding they need to move with confidence from childhood, through adolescence into adulthood
- To reduce or delay sexual activity and the incidence of STIs and teenage pregnancy
- To promote equality and diversity across the school, this includes teaching about LGBTQ rights
- To ensure understanding of the law regarding sex and relationships including sexual harassment, grooming, up-skirting, sexting, gas-lighting, domestic abuse, consent and choices permitted by law around pregnancy

## Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. This guidance also sets out both the rights of parents/carers to withdraw pupils from Sex Education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

This statutory guidance applies to all schools, and is therefore aimed at:

- governing bodies of maintained schools (including schools with a sixth form) and non-maintained special schools;
- trustees or directors of academies and free schools;
- proprietors of independent schools (including academies and free schools);
- management committees of pupil referral units (PRUs); teachers, other school staff and school nurses; head teachers, principals and senior leadership teams; Diocese and other faith representatives; and for reference for relevant local authority staff.

Please refer to:

- Appendix 1: [RSE statutory guidance published July 2019](#)
- Appendix 2: [RSE House of Commons Note published in 2019](#)
- Appendix 3: [The Equality Act 2010 and schools: Departmental advice](#)

At The Trafalgar School at Downton we teach RSE as set out in this policy.

## **Delivery of RSE**

Relationships Education, RSE and Health Education complement several national curriculum subjects, however RSE is predominantly taught within Personal, Social, and Health Education (PSHE); discrete lessons embedded into the school curriculum. Whilst some areas are taught as specific topics, for example, contraception, many elements of RSE, for example, the importance of healthy, committed relationships are integral to all topics as well as other subject areas taught throughout the School. Specific topics taught within RSE are age appropriate and build on prior knowledge learned in previous years.

Students are also made aware of organisations and agencies who can offer advice and guidance. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in BVT (Beliefs, Values and Traditions). Students also receive stand-alone sex education sessions delivered by trained health professionals.

Across both Key Stages, students will be supported to develop the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life and healthy relationships.

## **PSHCE Core content**

- Physical and mental wellbeing
- Menstruation
- Families
- Respectful relationships including friendships
- Online and media rights, responsibilities and opportunities
- Being safe
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body
- Intimate and sexual relationships, including sexual health
- The law: marriage, consent (including the age of consent), violence, online behaviours, pornography, abortion, sexuality, gender identity, substance misuse, violence and exploitation by gangs, extremism and radicalisation, criminal exploitation, hate crime, female genital mutilation (FGM).

The Trafalgar School provides access to a confidential drop-in clinic to support students with sexual health, (and any other health related matters) via the School Nursing Service. This is available on a Tuesday lunchtime in the meetings room area off reception.

### **Teaching Strategies**

It is good practice to set out ground rules to help create a safe environment in which students do not feel anxious or embarrassed by ensuring the following:

- Teachers/health professionals will not have to answer personal questions
- No student will be forced to take part in a discussion
- Students will be encouraged to use the correct name for body parts
- Meaning of words will be explained in a factual way

Teachers will use distancing techniques that involve de-personalising discussion. Teachers will be given training on how to respond to difficult questions. The ground rules should reduce the chance of a difficult personal question being asked. If a question is asked that is too personal or too explicit then the teacher should:

- acknowledge the question and promise to speak to the student later on an individual basis

and/or

- In consultation with the Head of House and Deputy Academy Leader (Pastoral), refer the student to an appropriate agency – school nurse, helpline or school counsellor.

### **Students with special educational needs and disabilities (SEND)**

Relationships Education, RSE and Health Education must be accessible for all students. This is particularly important when planning teaching for students with Special Educational Needs and Disabilities who represent a large minority of students. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. At The Trafalgar School we will also be mindful of the preparing for adulthood outcomes, as set out in the SEND Code of Practice, when teaching these subjects to those with SEND.

### **Parents' Right to Withdraw**

Parents have the right to withdraw their children from the [non-statutory/non-science] components of RSE. Requests for withdrawal should be put in writing and addressed to the Academy Leader. A copy of withdrawal requests will be placed in the student's educational record. The Academy Leader will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from RSE.

The school must respect parents' wishes up to and until three terms before a child turns sixteen. After that point, if a student wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide this to the student in one of these terms. This process is the same for students with SEND, however there may be exceptional circumstances where the Academy Leader may want to take a student's specific needs into account before making this decision.

Please see: [RSE statutory guidance published July 2019](#)

### **Training**

Teaching staff and teaching involved in the delivery of RSE are supported with guidance and training in line with this policy. The subject leader of PSHCE will also invite visitors from outside the school, such as school nurses, theatre companies or sexual health professionals, to provide support and training to staff teaching RSE. External agencies such as the school nurse will also be used to enhance the teaching of RSE.

### **Monitoring and evaluation arrangements**

The delivery of RSE is monitored by the senior leader with responsibility for this area through:

- Learning walks
- Parent and student voice
- Planning meeting with staff responsible for the delivery of RSE

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

### **Policy Review**

Governors will regularly scrutinise the effectiveness of the Relationships and Sex Policy. The policy is developed through consultation with staff and governors.