

**Pinewood School Academy Trust**  
**DRAFT: Relationships and Sex Education (RSE) Policy**

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### What does this Policy cover?

This policy covers the delivery of Relationship and Sex Education (RSE) at Pinewood school.

**Intended Audience:** Staff, Governors, Parents/Carers, Community, Pupils

### **Key aims of this policy:**

The aim of this policy is to ensure that Relationship and Sex Education (RSE) at Pinewood School pays due regard to the DfE Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, which make Relationship Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools (except independent schools).

These regulations emphasise that for young people to lead happy and successful adult lives they need:

- "...knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build self-efficacy.
- "...to put knowledge in to practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

The belief is that by educating pupils within these subjects, pupils can be supported to develop resilience, to know how and when to ask for help and to know where to access support.

"High Quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society." (DfE, 2019. p.8)

Other documentation that has informed this RSE policy are:

- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010),*

- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping children safe in education – Statutory safeguarding guidance (2016)*
- *Children and Social Work Act (2017)*

At Pinewood School we have chosen to deliver RSE as part of our timetabled, discreet personal, social and health and economic education (PSHE) programme. Some content is also covered in other related curriculum areas such as Science, Physical Education, ICT and WRL (KS4). This allows a whole school approach to wellbeing and health.

We also deliver some RSE through specific individualized targeted groupings, depending on pupils' particular needs and the complexity of the subject content.

By delivering RSE within PSHE as well as using complimentary cross curricular links, we are able to cover the main concepts of the RSE and Health Education curriculum as set out in the Government regulations:

- Families
- Respectful relationships, including friendships
- On-line and Media
- Being Safe
- Intimate and sexual relationships, including sexual health
- Mental Wellbeing
- Internet safety and harms
- Physical health and Fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent body

The main aims of our core RSE curriculum are:

- Flexibility; to teach according to individual need at any particular time
- Capacity to revisit and thereby strengthen previous learning
- Capability to build on previous learning.

## **Introduction/Background**

The key decisions behind making Relationships and Sex Education compulsory in all secondary schools are set in the DfE Guidelines (2019), with the key decisions being informed through significant engagement with and evidence from parents, young people, schools and experts. The guiding principles are that “all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents whilst always with the aim of providing pupils with the knowledge they need of the law.” (DfE, 2019.p.4)

At Pinewood School we teach RSE as set out in this policy.

## **Definition**

The aim is to give young people the information they need to help them develop safe, healthy, nurturing relationships of all kinds, not just intimate relationships.

RSE is about the emotional, social and cultural development of pupils both physically and mentally, 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 and does not encourage early experimentation.**

## **Delivery of RSE**

### **Content**

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), Physical Education, ICT and WRL (KS4- as an example within the “Parenting” ASDAN module). Cross curricular links are implemented wherever possible across both Key Stages.

Pupils may also receive stand-alone sex education sessions delivered by staff with particular pastoral responsibilities or areas of expertise. Expert support and guidance may also be sought outside of Pinewood School, such as the School Nurse.

Across all year groups, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness; building confidence and self-esteem.
- 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
- Rights and responsibilities as citizens; the Law.

These skills are taught within the context of family life.

Relationship and Sex Education is embedded in the PSHE curriculum to ensure that pupils consider the moral aspects of sex education and are encouraged to develop loving and caring relationships and manage emotions. This includes education about HIV, AIDS and other sexually transmitted diseases. Delivery is in a non-judgmental, factual way and allows scope for pupils to ask questions in a safe environment.

- Human growth and biological reproduction are delivered at appropriate ages through the statutory Science curriculum

- Teenage pregnancy prevention and contraception methods are tackled through the school pastoral staff, Educational Psychologist and appropriate key members of staff.

### **Inclusion, individual needs and differentiated learning**

RSE provision is inclusive of all pupils and is consistent with differentiation across the school. We will ensure that RSE is sensitive to the different needs of individual pupils in respect to the pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith and culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

Some of our students will show little awareness of their sexuality, but for all students, any teaching about relationships will be to their level of understanding and development.

### **Equalities Obligations**

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children.

### **Organisation**

- The organisation and management of our RSE programme is undertaken by:
  - Teaching staff
  - Governors
  - Senior Leadership Team (SLT)
- The planning and delivery of the programme is through collaborative work between the PSHE/RSE Coordinator, Pastoral manager, EP, Senior leadership and other professionals

Appendices to this Policy provide further information about our programme and resources for suggested use. One of the main resources that we use and subscribe to is the PSHE Association who provide a range of age-appropriate resources and materials.

- Teaching strategies and delivery of our programme will be flexible and may include:
  - Establishing ground rules
  - Discussion/ circle time
  - Project learning

- Reflection
- Brainstorming
- Film & video
- Group work
- Role play
- Visits from external organisations/ professionals (in line with existing whole school policy and safe-guarding requirements regarding visitors on site).

### **Evaluation and Assessment**

Teachers are required to critically reflect on their work in delivering RSE through the use of qualitative assessment, pupil evaluation and feedback. Pupils will also be given opportunities to reflect on their learning during lessons and pupil voice will be a key feature in adapting and amending planned learning activities.

### **Roles and responsibilities**

#### **The Governing board**

The Governing board will approve the RSE policy, once each academic year and hold the headteacher to account for its implementation.

#### **The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE where applicable, following discussions with parents/ carers.

#### **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 headteacher.

#### **Pupils**

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

#### **Parents/ Carers**

We recognise that parents and carers are the primary educators of their children. We will work collaboratively with parents/carers by ensuring that themes and topics are shared at

time of teaching (via the school website) and that support is provided via verbal communication and or the sharing of appropriate resources.

Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of RSE, “up to and until three terms before the child turns 16 years of age.

At this point, if the child wishes to receive Sex Education rather than be withdrawn, the school should make arrangements to provide the child with Sex Education during one of those terms.” (DfE, 2019. p.18)

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil’s educational record. The headteacher will discuss the request with parents and take appropriate action. There may be exceptional circumstances where the headteacher may want to take a pupil’s specific needs into account.

Alternative, appropriate, purposeful work will be provided to the pupil whilst they are withdrawn. There is no right to withdraw from Relationships and Health Education.

### **Monitoring arrangements**

The delivery of RSE is monitored by SLT and Middle Leadership through:

Mid Term Planning scrutiny

Lesson Observations

Work scrutiny

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

This policy will be reviewed by the review committee annually. At every review, the policy will be approved by the Governing board.

### **Children’s Questions**

The Governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered and be sure that they will be free from bullying or harassment from other children or young people.

- Controversial or sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be a matter of maturity, of personal involvement or experience of children, disagreement with religious/cultural / personal beliefs, illegal activity or other doubtful, dubious or harmful activity. The Governors believe that children are best educated and protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also DfE, 2019, p.23.)

- Supporting children and young people who are at risk

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in any relationships. Such discussion may well lead to a disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's Child Protection Policy and immediately inform the Designated Safeguarding Person (DSP).

### **Policy review recommendations**

In reviewing this policy, it is identified that the policy should be reviewed before the bi-annual deadline. Policy should be reviewed to reflect any new/updated Government statutory Guidance and should follow the following elements of best practice:

The consultation and policy development process will involve the following steps:

1. Review – a member of staff or working group pull together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties invited to contribute and feedback on policy
4. Pupil consultation – Investigate what exactly pupils want from their RSE
5. Ratification – once amendments are made, the policy is shared with governors and ratified
6. All relevant documentation and related resources are viewable to all stakeholders via the school website.