

Relationships and sex education policy



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1. Aims

Noadswood's aims, vision and objectives are outlined below.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Noadswood we believe that our high quality Relationships and Sex Education will stay with our pupils for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. Noadswood is pioneering an innovative RSE curriculum fit for the world that our young people are living in. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Noadswood we are committed to the important role that RSE plays in pupils' holistic education and we aim to build on the RSE programmes covered in Primary School.

o At Noadswood our Relationships and Sex Education Programme seeks to give:
young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- o Families
- o Respectful relationships, including friendships
- o Online and media
- o Being safe
- o Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, including a termly break down of which topics are being delivered, please see our curriculum page here: [Citizenship | Noadswood school](#)

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to statutory guidance issued by the secretary of state June 2019 and to take effect from September 2020 and as outlined in section 403 of the [Education Act 1996](#).

At Noadswood we teach RSE as set out in this policy.

3. Policy development

This Policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff and Governor consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation – parents were given the opportunity to look at the policy and make recommendations.
4. Pupil consultation – we investigated what pupils thought about the RSE provision
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, 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.

RSE is delivered as part of Noadswood's 'Citizenship+' curriculum, which also includes Citizenship, SMSC and British Values content.

5. Curriculum

Our curriculum is set out as per section 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils, staff and Governors, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

You can find our full curriculum content here: [Citizenship | Noadswood school](#)

6. Delivery of RSE

RSE is taught within the Citizenship+ education curriculum. We have recently expanded the number of lessons delivered for Citizenship+ content including RSE. Year 7 and Year 8 pupils now have three one hour sessions per fortnight. From the 2021 academic year, Year 9 will complete the AQA GCSE Citizenship.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

➤ Families

- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 1 (which provides an outline of the whole Citizenship curriculum and Appendix 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Where possible all pupils will remain with their class for RSE lessons. Pupils with SEN or pupils who have been identified as likely to need SEMH support with RSE will either receive the support of a Teaching Assistant during their RSE lessons, or arrangements will be made for specific pupils to be withdrawn from RSE lessons with the rest of their class to receive a differentiated version of the RSE programme. The

~~SENCO will make the relevant plans at the start of each academic year, in consultation with parents.~~

Sensitive and Controversial Topics HLO – I don't think we need all of the below – it is not in the Key model policy?

1. During RSE lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
3. Teachers should establish a set of ground rules so that young people are aware of parameters.
4. Pupils should never be asked to disclose their sexual orientation or personal information about themselves or others
5. Teachers and pupils will show respect for all genders, sexualities and different types of families
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
8. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
9. Teachers should also be aware that they may be dealing with pupils who are HIV positive or who have close links with others who are.

7. Roles and responsibilities

7.1 The Governing Board

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

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 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.

Staff responsible for teaching RSE at Noadswood:

Mrs N Sullivan – RSE/Citizenship Lead

Miss H Loveday

Mrs A Mansbridge

Miss E Walker

Miss H McNa

Miss H Pidgley

Mrs H Smoker

Mrs J Brown

Mr J Stone

Mrs K Davies

Miss L McEntee

Mrs S Groom

Mr S Wilkinson

Mrs Z Hockings

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put this request in writing and address 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.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Professional Development

Staff are trained on the delivery of RSE as part of their induction.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs N.Sullivan, Citizenship Lead Teacher and the SLT line manager.

Monitoring will take place via learning walks and regular team meetings, where current issues are discussed and best practice is shared.

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

This policy will be reviewed every two years by the SLT line manager overseeing Citizenship. At every review, the policy will be approved by the School Improvement and Standards Committee of the Governing Board.