

Inclusion is at the
heart of our trust



Relationship and Sex Education Policy



Document control table	
Document Title	Relationship and Sex Education Policy
Author (name & job title):	R.Kenworthy- Deputy Headteacher
Version number:	3
Date approved:	
Approved by:	
Date of next review:	

Document History			
Version	Date	Author	Note of revisions
1	28.9.21	N/A	Change policy name
2	30.5.25	RK	Included information about primary Changed name of person responsible for reviewing policy

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RELATIONSHIPS AND SEX EDUCATION POLICY

1. AIMS

The aims of relationship 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

2. STATUTORY REQUIREMENTS

Under section 3.6 of the National Curriculum, Relationship and Sex Education is compulsory from year 7 onwards.

At the Primary phase schools are required to deliver relationship education.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

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

3. 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.

4. DELIVERY OF RSE

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should 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 well-being (adapted from Sex Education Forum, 2014).

RSE is taught in the Personal, Social, Health and Economic Education (PSHE) educational curriculum. Biological aspect of RSE are taught within the Science Curriculum and other aspects are included in RE.

In the context of so many linked areas of learning, teachers should determine the needs of their students and tailor the lessons accordingly. It is important to build on and complement existing knowledge, understanding and skills. The lessons can be adapted to fit specific programmes and differentiated to meet student needs.

Whichever material is used, all RSE lessons should:

- Be taught within the context of a broader PSHE education programme
- Be taught in a safe classroom environment

- Start from where students are in terms of their existing knowledge, understanding, skills, beliefs and attitudes
- Be taught in a non-judgmental way
- Support gender and LGBTQ+ equality and challenge all forms of discrimination
- Be grounded in realistic scenarios but not personal experiences
- Provide reliable, accurate information, distinguishing between fact and opinion
- Be taught by teachers who have adequate training and support from colleagues
- Take students' current circumstances and previous experiences into account
- Challenge unrealistic social norms

In our Primary phase students on our Discover pathway begin by utilising the Engagement model framework before moving to the PHSE Association SEND framework. Within the engagement model teachers support students to develop their communication, expressing own feelings and keeping safe. Key areas of focus that link to relationship education are:

- Interaction
- Communicating preference and choice
- Building safe relationships

Students then move on to the PHSE Association SEND framework. As students begin to access this curriculum they will explore:

- Online Relationships and safety
- Keeping Safe
- Health Education, that covers the following content:
 - 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.
 - Managing relationships with others
 - Understanding the world around me

At key stage three and four we continue to use the PSHE Association SEND framework, which ensures experiential learning opportunities, the areas covered include:

- Self-Care-support and Safety (feeling unwell, feeling frightened and worried, accidents and risks)
- Self-awareness: (personal strengths, skills for learning, prejudice and discrimination, managing pressure)
- Managing feeling, (self-esteem and unkind comments, strong feelings,)
- Healthy lifestyles (elements of healthy lifestyles, mental wellbeing, physical activity, healthy eating, body image, medicinal drugs, medicinal drugs, drugs, alcohol and tobacco)
- Changing and growing: (Puberty, friendship, healthy/unhealthy relationship behaviours, intimate relationships, consent and contraception, long term relationships and parenthood)
- The world I live in (Diversity, rights and responsibilities, managing online information, taking care of our environment, preparing for adulthood, managing finances)

Key Stage four and five pupils will also gain qualifications utilising what they learn in PHSE via;

- | | |
|--------------------------------------|----------|
| • Equals Moving on | Discover |
| • Asdan Lifeskills Challenge | Explore |
| • Asdan Personal, Social Development | Explore |

5. ROLES AND RESPONSIBILITIES

5.1 The governing board

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

The Trust board has delegated the approval of this policy to governing body/headteacher.

5.2 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 components of RSE (see section 6).

5.3 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
- Ensuring parents/carers are made aware when RSE will be being taught, (example letter in appendix)
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory 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.

Creating a safe classroom environment is of paramount importance. It is vital that if students need to make personal disclosures, they do so in a suitable, one-to-one setting. It is not appropriate, therefore, to encourage students to talk about personal matters in the classroom. In order to create a safe classroom environment, students need to have sources of additional support signposted to them, and it is vital that clear ground rules are established or reinforced and that the concepts of confidentiality and anonymity are covered at the start of the lesson.

5.4 Pupils

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

6. PARENTS/CARERS' RIGHT TO WITHDRAW

Parents/carers' have the right to withdraw their children from the non-statutory components of sex education of RSE.

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/carers and take appropriate action.

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

7. TRAINING

Staff are trained on the delivery of RSE if expected to deliver it and it is included in our continuing professional development calendar when appropriate.

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.

8. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Laura Whittle as lead for PSHE and this is facilitated through Curriculum development, learning walks and book looks.

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

This policy will be reviewed by Rachel Kenworthy (Deputy headteacher) on an annual basis. At every review, the policy will be approved by the governing body.



Date -

Dear Parent / Guardian,

We believe that promoting the health and wellbeing of our pupils is an important part of their overall education. We do this through our personal, social, health and economic (PSHE) curriculum. PSHE covers many topics including all kinds of relationships, physical/emotional health and the skills needed to live in the wider world. The aim of our PSHE curriculum is to help pupils make safe and informed decisions during their school years and beyond.

Relationships, sex and education (RSE) is the statutory element of our PSHE curriculum and all schools in England are required to teach it.

RSE is a statutory subject and although parents/carers can withdraw their child from the sex education element, we want to assure parents/carers that our curriculum is taught in an age-appropriate manner and provides pupils with the time to ask questions in a safe environment and ultimately receive factual information, rather than hearing content second hand or via online platforms.

RSE is a carefully planned curriculum and is there to ensure our pupils can navigate the world around them safely. An un-informed child is often a child left vulnerable and we want to empower our pupils at Crosshill.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of the programme or resources used, please do not hesitate in contacting me at school.

For further information, our RSE policy is available to view on our website. If you wish to withdraw from the non-statutory components of sex education of RSE please notify the school in writing. Should you require any further information feel free to contact school on 01254 667713.

Yours sincerely

Class Teacher



