



Achieving Excellence Together

RELATIONSHIPS AND SEX EDUCATION POLICY

Date Published	June 2020
Next Review	June 2021
Governor Approval Committee	Teaching and Learning Committee
Staff Role Responsible	Martyn Patching - Assistant Headteacher Personal Development

CONTENT	PAGE
RELATIONSHIPS AND SEX EDUCATION POLICY	
1. Aims	3
2. Statutory requirements	3
3. Definition	3
4. Delivery of RSE	3
5. Roles and responsibilities	4
6. Parents' right to withdraw	5
7. Training	5
8. Monitoring arrangements	5

1. Aims

The aims of relationships and sex education (RSE) at our school are 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 promote and uphold the school P.R.I.D.E values

2. Statutory requirements

As a secondary school we must provide RSE to all pupils as per section 34 of the [Children and Social Work Act 2017](#). Schools are also required to comply with the relevant requirements of the Equality Act 2010 with particular relevance here to the fact that schools must not unlawfully discriminate against pupils because of their 'protected' characteristics. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for RSE.

At Barnwell School we teach RSE as set out in this policy. Further details of the RSE curriculum content can be found in the school's PSHE Learning Journey and schemes of learning. Our approach to RSE and the development of this policy has been created in consultation with staff, students, parents and governors to ensure it meets the needs of our community.

3. Definition

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.

4. Delivery of RSE

RSE is mainly taught through PSHE schemes of learning within PRIDE Lessons. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in Religious Education and Citizenship.

RSE is taught both in discreet topics but content is also covered over a range of Personal Development areas across the school which ensures a more cohesive and embedded approach to the subject. Delivery

of the RSE curriculum is varied and adapted as needed for student need to ensure the content is accessible to all students, including those with SEND.

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

Across all Key Stages, students will be supported in developing 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.

5. Roles and responsibilities

5.1 The Governing board

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

5.2 The Headteacher

The Headteacher is responsible for monitoring RSE to ensure that it is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE in collaboration with the named RSE lead.

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 students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

An RSE specialist will be consulted to ensure staff teaching this SOL will have the necessary training.

5.4 Students

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

6. Parents' right to withdraw

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

The school works actively to ensure that parents have prior understanding of the content that will be delivered in RSE rotations, giving parents the opportunity to withdraw from non-statutory elements of the curriculum.

Requests for withdrawal should be put in writing and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the student's educational record. The Head Teacher will discuss the request with parents and take appropriate action.

All requests will be treated in confidence and considered carefully by the head teacher and the named RSE lead.

7. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The head teacher 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 the named RSE lead (Martyn Patching) through:

- Learning walks
- Work scrutiny
- Collaborative meetings and planning sessions
- Attending relevant training
- Ensuring that the RSE team attend relevant training
- Ensuring knowledge of RSE updates and their implementation in school
- Students' development in RSE is monitored by class teachers as part of our internal assessment systems
- This policy will be reviewed by the head teacher and the governing body annually and will be approved by them in collaboration.