



RIPPLEVALE
SCHOOL

Relationships and Sex Education Policy

Staff Responsible: Headteacher

Approved by:

Date: 02.09.2021

Last reviewed on:

Next review due by:

The purpose of a whole school Relationships and Sex Education policy is to:

- Explain the definition, aims and objectives of RSE.
- Describe what we teach and the approaches we use.

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and Directors) have a shared understanding of this important area of the curriculum. It should be accessible to all on the school website or by request.

As a school which values personal development in our children and young people we ensure our RSE is up to date and regularly evaluated.

A RSE Lead has been appointed (Dave Parsons) who will develop a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

Definition:

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe, as well as understanding and respecting all others' sexual preference, gender, spirituality, faith and beliefs.

Legislation:

Current regulations and guidance from the Department for Education state...

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools

Documents that inform the school's RSE policy include:

- 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 (2021)
- Children and Social Work Act (2017)

Aims and Objectives

The aim of RSE is to 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 wellbeing.

Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Addressing Relationships and Sex Education has three main elements enabling pupils to:

- Explore their own and other peoples' attitudes and values.
- Develop and practise personal and social skills.
- Increase their knowledge and skills.

The Relationships and Sex Education (RSE) policy is underpinned by the ethos and values of Ripplevale school.

RSE explores the following principles:

- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- The right of people to hold their views within the boundaries of respect for the rights of others.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- An awareness of the way another person feels.
- The value of stable loving relationship.
- Mutual support and co-operation.
- Honesty and openness.
- Self-respect.

How and to whom will the policy be shared and consulted amongst in the Whole School:

Dissemination and consultation/review of policy includes:

- Consultation with all school staff
- Review of RSE curriculum content with staff and pupils.
- Pupil focus groups or school council.
- Consultation with school governors.
- Questionnaires to parents/carers.
- The policy is written in consultation with parents.

The policy will be available to parents through direct request and available on the website.

Working with parents and carers and the wider community:

- How they are informed and consulted.
- Confidentiality for parents/carers.
- Role of parents/carers.
- Access to resources.
- Right to withdraw.

Parents and carers have an especially important role to play in supporting PSHE/RSE education.

Before any year group embarks upon its RSE programme, parents/carers are informed by letter of their right to withdraw their child from RSE lessons and given an overview of the topics the child will be covering. Parents/carers are also reminded that they can have a copy of the school's RSE Policy on request and that they can view any teaching resources being used in the delivery of RSE.

CPD for Staff:

Ripplevale School SLT will ensure RSE/PSHE training for staff through:

- Opportunities for the Subject Leader to undertake any training required to fulfil the position effectively.
- CPD by trained practitioners to take place for staff involved in teaching the subject.

Equal Opportunities for all staff and students

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBTQ) and any other groups, however they choose to identify. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

Use of language will be considered acceptable and appropriate for use in RSE lessons

All staff will:

- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive.
- Use inclusive language (such as partner instead of boyfriend/girlfriend).
- Use correct terminology as this is deemed good practice.
- Avoid the use of any slang.

It is good practice to use medically correct terms for genitalia and sexual parts of the body.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community – both in and out of lessons.

Safeguarding

Some issues may result in children and young people making disclosures which will be addressed in line with school safeguarding policy and procedures.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

RSE programme will be delivered through:

- PSHE teaching.
- Form tutors (with appropriate training).
- Teachers/Wellbeing Team
- HLTA for Relationships and Mental Health.
- Delivery across the curriculum e.g. biological aspects through the Science curriculum and other subjects as appropriate.
- Including and compromising but not limited to; quizzes, case studies, research, role play, video and small group discussion.
- A wide range of teaching methods can be used to enable students to actively participate in their own learning.
- Embedding within the PSHE Curriculum at a whole school level.
- Opportunities for each year group in form tutor time.
- Specific groups or individuals identified.

Teaching and learning of RSE will be assessed by:

- Student self-assessment
- Assessment for learning
- Teacher assessment
- Peer assessment

The RSE programme is monitored by:

- Lesson planning and observations
- SLT & Subject lead
- Teacher monitoring
- Pupil feedback

Ripplevale School may use the expertise of outside agencies.

Appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE.

This policy should be read in conjunction with:

- Curriculum Policy
- Safeguarding Policy
- Equality Policy
- Online Policy

UNDER REVIEW