

## **RSE (Relationships and Sex Education) Policy**

### **Introduction:**

At Greatfields School we recognise the importance of a school culture which values the personal development of pupils, alongside their academic development. Alongside this, it is important for the school to provide students with the knowledge, skills and attributes to allow them to make healthy decisions for their lives, both now and in the future. Relationships and Sex Education (RSE) is key to enabling students to make these healthy and safe choices and develop fulfilling relationships with those around them.

### **1. Compliance with Statutory Requirements**

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes RSE and Health Education statutory in all secondary schools. Our policy complies with the following statutory requirements and recommendations, as outlined and delivered through our PSHE curriculum:

2.1 Relationships and Sex Education will be compulsory in all Secondary Schools (or those students receiving Secondary Education) – this includes academies, free schools and independent schools

2.2 Health Education will be compulsory in all Secondary Schools (or those students receiving Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

### **2. Purpose of RSE Policy:**

This RSE policy has been written as part of our statutory requirement to produce an RSE policy and sets out the following:

- Our approach to delivering statutory RSE within a comprehensive Civics curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering RSE
- Our definitions for RSE
- Guidance for staff and outside visitors about approaches, organisation and content for our RSE curriculum
- Information for parents and carers about what is taught and when in RSE, along with specific information about their involvement with RSE and the right to withdraw
- Guidance for monitoring and evaluating RSE, including arrangements for policy review

### **3. Our approach to delivering RSE:**

All RSE will be delivered in student's Civics lessons, normally within a specific scheme of work which addresses one particular aspect of relationships. Students of all year groups from 7-11 will be taught RSE in a curriculum which has been carefully planned in order to ensure that the content being

delivered to students is age-appropriate and will best help them make safe decisions which are relevant to their stage of life.

All information regarding Civics, including the up-to-date Curriculum Intent and Curriculum Plan, are on the school website. These will be regularly reviewed and adapted to ensure that student's Civics education is as impactful and effective as it can be. This includes taking into account any updated RSE guidance that may be relevant to Greatfields School, alongside considering the specific needs of students at Greatfields.

#### **4. Our aims for delivering RSE:**

This policy outlines our commitment to ensuring that students are provided with the knowledge, skills and attributes to make healthy and safe choices in their lives. This is key to providing students with a thoughtful and impactful RSE programme. Our RSE programme aims to develop:

- confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;
- responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society; and
- successful learners who enjoy overall learning, making progress and achieving success.

The following aims will be achieved by providing students with the ability to:

- have the confidence to talk, listen and think about feelings and relationships;
- recognise and understand the signs of healthy and unhealthy relationships;
- address concerns and to be able to protect themselves and ask for help;
- reflect on their own values, underpinned by an understanding of the importance of self-respect and self-worth;
- develop a positive self-image and high self-esteem;
- develop skills to make and maintain healthy, nurturing and positive relationships of all kinds, including friendships, familial relationships and intimate relationships, alongside all other types of relationships that are important to becoming a healthy and successful individual;
- gain accurate knowledge and understanding about the facts and law about sex, sexuality, sexual health including contraception, and gender identity in an age-appropriate and inclusive way
- be clear about issues relating to consent within all relationships, including when developing intimate relationships, and resisting pressure and/or not applying pressure to have sex.
- develop personal responsibility for one's actions
- know where to get confidential advice and support

#### **5. Definitions of RSE:**

5.1 "RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is learning about the physical, social, emotional and legal

aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. It should equip young people with the information, skills and positive values to have happy, healthy and safe relationships, to enjoy their sexuality, to take responsibility for their sexual health and well-being, now and in the future.”

5.2 Within the statutory guidance there is a distinction made between Relationships and Sex Education. Relationships Education is compulsory, meaning that all students must attend these lessons. By contrast, Sex Education gives the right to withdraw.

5.3 Within the RSE curriculum at Greatfields, Relationships Education includes anything regarding relationships that are non-intimate, such as friendships or family relationships, as well as anything non-sexual within intimate relationships. This includes topics such as the difference between healthy and unhealthy relationships, the legal status of relationships such as marriage and dealing with relationship loss.

5.4 Within the RSE curriculum at Greatfields, Sex Education includes anything that relates to sexual behaviours within intimate relationships. This includes topics such as contraception, deciding readiness for sex and options following pregnancy.

5.5 More information regarding the specific subjects included within Sex Education, and the point where they are taught within the Civics Curriculum at Greatfields, can be found on the Civics Curriculum plan on the school website. ([http://www.greatfieldsschool.com/?page\\_id=3969](http://www.greatfieldsschool.com/?page_id=3969))

## **6. Organisation of RSE:**

6.1 All RSE will be delivered in student’s Civics lessons. Civics lessons also address wider PSHE content, including Mental and Physical Wellbeing, as well as Religious Studies and Citizenship Education.

6.2 Students in all year groups receive one hour of Civics per week.

6.3 Students will learn different aspects of RSE throughout the academic year depending on their year group. For more information, see the Civics Curriculum plan on the school website. ([http://www.greatfieldsschool.com/?page\\_id=3969](http://www.greatfieldsschool.com/?page_id=3969))

6.4 Teachers of Civics come from a range of different departments and subject specialisms, including History, Geography and English

6.5 These teachers are supported with regular meetings with the Head of Civics, who is also responsible for the overall planning of Civics lessons and resources.

6.6 External agencies will also contribute to student’s learning in Civics lessons, including potentially RSE topics, in order to enhance student’s understanding of these topics. This will always be to supplement, rather than replace, the learning happening in school.

## **7. Information for parents and carers regarding RSE education:**

7.1 On entry to the school, parents are invited to read the RSE policy and the Civics Curriculum Intent and Plan which is on the school website. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. As part of this, parents are made aware that they have the right to request that their child be withdrawn from some or all of the sex education we deliver within RSE, but not those that fall under the Relationships Education.

7.2 The parental right to withdraw your child applies up until three terms before your child turns 16. After that point, if the young person wishes to receive sex education rather than be withdrawn, they have the statutory right to request to do so without their parents being notified or seeking their permission. At these times, the school will make arrangements to provide the child with sex education during one of those three terms.

7.3 If a parent or carer wishes to withdraw their child from Sex Education we ask that they discuss it with the Head of Civics. The Head of Civics will then discuss with the parents or carers of this student, alongside their Head of Year. The parent or carer should then complete a 'Request for Withdrawal from Sex Education Lessons' form, Appendix 1 of this policy, and send this to the Head of Civics.

7.4 If a student is withdrawn from Sex Education lessons, the school will provide them with alternative work to complete in this time.

7.5 Broadly, Sex Education lessons are taught at the following times:

- Year 8 – Half Term 5
- Year 9 – Half Term 1
- Year 10 – Half Term 5
- Year 11 – Half Term 3

7.6 The specific Sex Education lessons have been highlighted on the Civics Curriculum Plan to provide ease for parents and carers to understand where they can withdraw their child. Please see the Civics Curriculum Intent on the school website to access these.  
([http://www.greatfieldsschool.com/?page\\_id=3969](http://www.greatfieldsschool.com/?page_id=3969))

## **8. Monitoring and Evaluating the RSE Programme:**

8.1 The Head of Civics will be responsible for:

- Ensuring the policy and programmes are implemented as agreed;
- Monitoring teaching within lessons through observations, team teaching, student work scrutiny and discussions with those involved;
- Supporting staff to assess student's progress;
- Evaluating the programme by assessing student's attitude, and the development of their personal skills, knowledge and understanding;
- Taking into account the views of students, staff and parents;
- Reviewing relevant guidance in order to ensure the curriculum and implementation remains up-to-date and relevant;

8.2 The Civics SLT link will also ensure that these responsibilities are carried out correctly and communication is made with SLT and Governors where appropriate.

8.3 Any changes to the Civics Curriculum will be clearly communicated with parents and carers via the school website to ensure that they can

8.4 As part of this monitoring and evaluation, this policy will be reviewed every 3 years.

## 9. Relevant School Policies:

This policy should be read in conjunction with the following school policies:

- Safeguarding Policy 2020
- Online Safety Policy 2020
- SMSC Policy 2020
- Preventing Extremism and Radicalisation Policy 2018
- Bullying Policy 2020
- Equality Policy 2020
- Behaviour Policy 2020
- SEND Policy 2020

## 10. Relevant Statutory or other guidance:

This policy should be read in conjunction with the following relevant statutory or other guidance:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (statutory guidance) (2019)
- [Keeping Children Safe in Education](#) (statutory guidance) (2019)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) (2018)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between students) (2016)
- [Equality Act 2010 and schools](#) (2010)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) (2015)
- [Alternative Provision](#) (statutory guidance) (2013 – updated 2016)
- [Mental Health and Behaviour in Schools](#) (advice for schools) (2018)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#)) (2017)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools) (2018)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of students' spiritual, moral, social and cultural (SMSC) (2018)
- [National Citizen Service](#) guidance for schools (2017)

Appendix 1: Parent/Carer form for withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Date	
Signed	