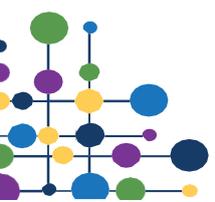
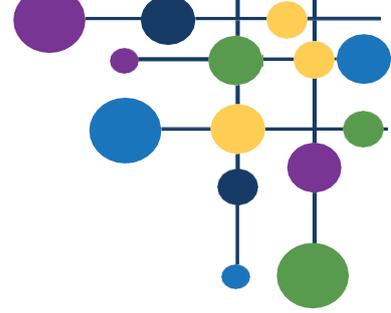


# Relationships and Sex Education (RSE) Policy

MAT Version	1
Name of policy writer	Greg Wadsworth
Date written	03.07.2019
Last updated	n/a
Amendments	n/a
Approved by Directors	
Approved by Local Governing Body	n/a





## *Aims*

As part of our core belief of valuing people, it is important that we develop a curriculum and culture which educates our students in wider contextual issues. Relationships and Sex Education (RSE) is a vital part of the wider knowledge required by students to live happy and successful lives, while feeling confident in themselves.

The aims of RSE at SHARE MAT schools is to:

- Provide a space for students 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
- Support students in developing high-levels of self-respect, confidence and empathy for others
- Create a positive culture regarding issues of sexuality and relationships
- Teach students the correct vocabulary required to describe both themselves and others

## *Statutory requirements*

As a secondary academy we must provide RSE to all students 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 guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

In SHARE MAT schools we teach RSE as set out in this policy.

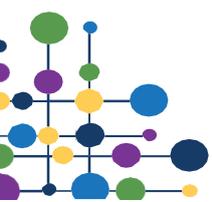
## *Policy Development*

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

- Review – a member of staff compiled all relevant information including relevant national and local guidance;
- Staff consultation – all schools in SHARE MAT gave their staff the opportunity to look at the policy and make recommendations;
- Parent consultation – parents were informed of the new policy and given the opportunity to feedback through a meet and greet session with the Senior Leadership Team at Shelley College;
- Pupil consultation – we discussed issues with students that they felt needed to be covered in their own RSE;
- Ratification – once the policy was agreed by stakeholders, it was shared with governors at each school within SHARE MAT to be ratified

## *Definition*

RSE is about the emotional, social and cultural development of our students and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves both sharing information and exploring key issues students face today and in their future; RSE is not about the promotion of sexual activity.



## *Curriculum*

Our RSE curriculum is primarily delivered through the Skills for Life programme, and supported through tutor resources, assemblies and links through subject curriculum where relevant, for example key views of specific religions in Religious Education. If students ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and don't seek answers online – where staff cannot answer they will do their utmost to respond in following lessons.

For more information about our curriculum, please see our website where the Skills for Life programme of study is available for all years.

## *Delivery of RSE*

As previously mentions, RSE is taught in Skills for Life lessons, and where appropriate links can be formed will be incorporated into the teaching of curriculum subject lessons. Biological aspects of RSE are mainly taught in the Science curriculum and other aspects such as religious beliefs and views are taught in Religious Education, as mentioned above.

Pupils also receive stand-alone sex education sessions delivered by trained health professionals, which primarily occur during assemblies.

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

- Families;
- Respectful relationships with peers;
- Online and Social Media relationships;
- Being safe online and in the community;
- Intimate and sexual relationships, including sexual health.

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, LGBTQ parents, families headed by Grandparents, adoptive parents and foster parents/carers amongst other structures) along with reflecting sensitively that some children have a different support structure around them (e.g. Looked after children or young carers).

## *Roles and responsibilities*

Governing body:

- Will approve the RSE policy and hold the Headteacher/Principal to account for its implementation

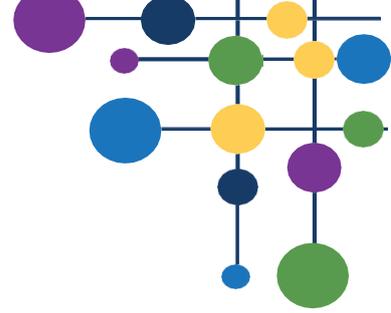
Headteacher/Principal:

- 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 Parents' right to withdraw)

Staff:

- Will deliver RSE in a sensitive way;
- Model positive attitudes to RSE;
- Monitor student progress and development of their knowledge;
- Respond to the needs of each individual student;
- Respond appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of the RSE curriculum.

Staff do not have the right to opt out of delivering RSE. Those who have concerns about teaching RSE are encouraged to discuss this with the Headteacher/Principal. All form tutors, Science teachers and Religious Education teachers are responsible for the delivery of the RSE curriculum.



Students:

- Are expected to engage fully in RSE;
- Will respond and interact with others in a civil and respectful manner;
- Will approach topics and points for discussion sensitively, bearing in mind that the situations their peers may be facing outside school;
- Will be open-minded and refrain from judging others.

## ***Parents right to withdraw***

Parents have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until three 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 in writing, addressed to the Headteacher/Principal, who will consider your request and respond appropriately. The request should state the student and parents name, their form group, the date and be followed by the reason for withdrawing from sex education within RSE, along with any additional information the school are requested to consider. A copy of the request will be placed on the students' educational record and the Headteacher/Principal or a delegate will discuss this request with parents and take appropriate action.

Alternative work will be given to students withdrawn, and may include use of this time for homework, revision, or additional assessments.

## ***Training***

Staff are supported in the appropriate delivery of RSE by the Skills for Life coordinator and as part of their ongoing professional development.

External visitors and agencies such as school nurses, sexual health professionals and other appropriate people may also be invited to support, deliver and train staff in teaching RSE topics.

## ***Monitoring arrangements***

The delivery of RSE is monitored by the Skills for Life coordinator. This monitoring includes planned work scrutinies, lesson drop-ins, learning walks and student voice activities which help to develop and improve the delivery of RSE material over time.

## ***Other appropriate/linked policies***

The RSE policy should be read in conjunction with national guidance including:

- Keeping Children safe in Education (2019)
- Working Together (2019)

In addition, the relevant school and SHARE MAT policies include:

- SHARE MAT Safeguarding and Child Protection
- SHARE MAT Behaviour Policy
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