



# Relationship and Sex Education Policy

## Trinity C of E School

This is a Trinity C of E School policy and supports the Trinitas Principles as outlined below;

*We will share responsibility for all of the children in all of the schools.*

*We will ensure outstanding achievement for children and staff by being strategic, aspirational and not afraid to innovate*

*We will teach our children through a curriculum that engages and motivates them, celebrates success, meets their individual needs and prepares them for the future.*

*We will provide the best possible learning environment, which is inspiring for both pupils and staff.*

*We will hold true to our values and aspirations, without compromise.*

<b>Aim:</b>	<i>See Aims below</i>
<b>Policy Owner:</b>	<i>PSHE and Citizenship Lead</i>
<b>Audience:</b>	<i>Everyone</i>
<b>Copies are available:</b>	<b>In the Policies folder and on the school website</b>
<b>Date Agreed by:</b>	<b>16<sup>th</sup> June 2021</b>
<b>Review Date:</b>	<b>June 2022</b>

### **Rationale and Ethos**

This policy covers our school's approach to the planning and delivering of RSE to pupils in all key stages. It was produced by the PSHE Lead through consultation with the local authority, the Sex Education Forum and the school governors.

We define 'relationships and sex education' as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

We believe relationships and sex education is important for our pupils and our school because it will enable pupils to grow and mature, making decisions that are right for them in an ever-changing world. It will provide pupils with a safe environment to be themselves, developing their self-esteem and respect for others. In our school we take the approach that Relationships and Sex Education are best taught in an integrated way.

We view the partnership of home and school as vital in providing the context within which pupils learn about RSE. Teaching should be complimentary to the support provided by parents and carers when helping their children to cope with changing physical and emotional aspects of growing up, including the challenges and responsibilities that sexual maturity brings.

### **Aims**

Our school's overarching aims for our pupils are to be equipped with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. Pupils should be able to utilise information and make decisions both now and in the future concerning their physical and sexual development.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by planning and reviewing individual lessons and schemes of work regularly, differentiating activities by class and pupil (where necessary) to ensure pupils can take part fully in lessons and feel confident in their learning.

We ensure RSE fosters gender equality and LGBTQI+ equality by creating a positive atmosphere throughout the school environment (in lessons and out of lessons), ensuring pupils feel included and confident in all lessons. All aspects of the RSE curriculum are inclusive of differing genders and sexualities, by nature of the language used by RSE teaching staff and resources used in lessons to facilitate learning.

The intended outcomes for our programme are that pupils will:

1. Know and understand the process of physical development at different life stages, including body image. Pupils will also understand human sexuality, reproduction, sexual health, emotions and relationships (friendships, romantic and family). They will learn about and understand the different methods of contraception, as well as the range of local and national sexual health advice and support options available. Pupils will know the reasoning for delaying sexual activity and what benefits are gained as a result, as well as understanding how to avoid unwanted pregnancy.
2. Understand they have a right to live a safe, happy and fulfilling life. By understanding relevant laws created to protect individuals and sources of advice, pupils will know their legal rights along with their human rights. This will lead to pupils developing a clear sense of self-worth and what is an acceptable way to be treated by others in various types of relationships.
3. Understand they have a responsibility to use their knowledge and understanding to make informed decisions about their own personal wellbeing, their physical and mental wellbeing and the relationships they form. They will also understand that they have a responsibility to uphold the rights (legal and human) of others and to treat others with respect and care.
4. Develop the skills of self-respect and empathy for others, whilst making choices informed by recognising the difference of what is right and wrong, and by removing any prejudice. Pupils will question the world around them and decisions that affect them and others, considering consequences that may occur because of the decisions they make. They will develop various mechanisms to handle personal situations and conflict effectively. They will also be able to recognise and avoid exploitation and abuse, knowing how to seek advice and help when necessary.
5. Develop the attributes of respect, love and care for both themselves and others.

### **Roles and Responsibilities**

The RSE programme will be led by the PSHE Lead, who will be responsible for the overall planning, implementation and monitoring of the RSE programme.

It will be taught by the PSHE Lead and other members of the PSHE and Citizenship department. Pupils will be taught RSE through their PSHE lessons which they receive once a fortnight. Teachers who deliver RSE will be expected to teach lessons in accordance with this policy, following planned schemes of work, in a way that encourages pupils to consider morals and values of family life.

Teaching staff will receive RSE training on a range of areas, when available, to support pupils with all aspects of their Relationships and Sex education.

### **Legislation (Statutory Regulations and Guidance)**

We are required to teach RSE as part of our curriculum, as outlined by the Department for Education and Employment in 'Sex and Relationships Guidance' July 2000 (0116/2000). Under the Children Act 2004 schools should promote their pupils' wellbeing, and under the Education Act 1996 have an obligation to prepare children and young people for the challenges, opportunities and responsibilities of adult life. These inform the planning, development and delivery of RSE in our school.

The RSE policy supports/compliments the following policies Behaviour Policy, Drugs Policy, Equality Act Statement, PSHE and Citizenship Policy, Race Equality Policy, Safeguarding Policy, SEN Policy and our Staff Development Policy.

Documents that inform the School's RSE policy include:

- Education Act 1996
- Learning and Skills Act 2000
- Children Act 2004
- Education and Inspections Act 2006
- Equality Act 2010
- Supplementary Guidance SRE for the 21<sup>st</sup> Century 2014
- Keeping Children Safe in Education – Statutory Safeguarding Guidance 2019
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

### **Curriculum Design**

Our RSE programme is an integral part of our whole school PSHE education provision and will cover the following topics:

- (Y7) Growing Up – exploring puberty, including both physical and emotional changes
- (Y8) Personal Wellbeing –self-esteem and body image
- (Y8) Risky Behaviour – Smoking, alcohol and internet safety
- (Y9) Healthy Relationships – positive qualities, sexting, consent, sexuality and contraception
- (Y10) Drugs – Cannabis, class A drugs and binge drinking
- (Y10) Mental Health – Mental health disorders and stigma
- (Y10) Healthy Relationships – Domestic abuse, consent and pornography.

Pupils receive RSE through their PSHE lessons, delivered once a fortnight in Year 7-Year 10. Year 11 pupils participate in stop days, within which they focus on careers, ensuring their future well-being.

Our RSE programme is inclusive of all pupils, in relation to their gender identity, sexual orientation, disability, ethnicity, culture, age, and religion/belief and life experiences. Activities and language used, by teaching staff and pupils, within lessons ensure all pupils feel included within RSE lessons. The inclusivity of the lessons also provides opportunities for pupils to explore different issues, considering the relevance of them, to themselves.

We will ensure RSE is matched to the needs of our pupils by using local data (Bexley Council and School Nurse) to inform planning of lessons. Areas of concern highlighted within borough-wide data will be included in schemes of work. Personal assessments by pupils, when they have completed a unit of learning, and feedback within lessons, will help inform planning for subsequent delivery of the same unit of learning in the future.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including card sorts, interactive video clips, role-play, comprehension, discussion scenarios, continuums, distancing tasks, games, visual images, group research and presentations and demonstration activities, with models, when appropriate.

Lessons will be differentiated by class set and when necessary by individual pupil to ensure the needs of each pupil is met and each pupil can make progress in their learning within RSE.

High quality resources will support our RSE provision and will be regularly reviewed by the PSHE Lead. Resources will be created and sourced, from reliable sources, by the PSHE Lead. When creating and selecting resources the PSHE Lead will use a set criteria, as recommended by the Sex Education Forum, to ensure they are suitable. Resources used in RSE will promote inclusive RSE, encourage active and participatory learning, be consistent with the values of the school and be factually correct, using up-to-date medical terms.

Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin the school's overarching aims.

Learning about relationships and sex education in PSHE education will link to/complement learning in citizenship, science, religious education and physical education.

Pupils will be encouraged to reflect on their learning and progress by completing reflective plenary and discussion activities, considering questions such as, what new information have I learnt? How will what I have learnt change my behaviour in the future? What do I now need to learn? This is in line with guidance outlined in 'Assessment, evaluation and SRE' (2012), published by the Children's Bureau.

Assessment in RSE will include formative and summative assessment. Assessment for learning (formative) will be built into each scheme of work, encouraging active participation in the learning process by pupils, providing feedback (requiring a pupil response) and opportunities for self-assessment by pupils. Assessment of learning (summative) will take place at the end of a unit of learning, judging each pupils' performance against relevant learning outcomes. This may take a variety of forms including verbal feedback, review sheets, presentations and written tasks. RSE is ipsative, it compares where a pupil is at the end of a unit of learning (or lesson) against where they were before. The benchmark against which progress is measured is the pupil's own starting point.

An overview of the learning in each year group can be found on the school website, within the 'subjects' area. Pupils, parents and carers will also find useful links to external websites for different areas of the RSE curriculum.

### **Safe and Effective Practice**

We will ensure a safe learning environment by establishing ground rules with each class, ensuring teachers are sufficiently trained and confident to deliver effective RSE and by always using medically correct terminology.

Teachers and pupils will agree ground rules by discussing what is necessary from all to establish a safe, comfortable and informative learning environment. Typical ground rules that may be established, but are not limited to:

- Avoid asking personal questions (to teacher or others pupils)
- Do not force others to participate in discussions
- Only use correct, scientific names for body parts
- Explain the meaning of terms using sensible and factual language.

Ground rules will be developed by each individual class at the start of a unit of learning and reinforced throughout their RSE lessons.

Distancing techniques such as creating characters for discussion, role-play and problem pages are used because they ensure pupils do not feel as though they are personally being used as examples for topics of discussion. They avoid embarrassment and protect pupils' privacy by depersonalising discussions that take place, e.g. using case studies with invented characters and asking pupils to 'act out' scenarios, ensuring they do not feel targeted or singled out during activities.

Pupils' questions will be answered by their class teacher. These will be either in a whole class setting, if in open discussion (and appropriate) or individually. The class teacher should establish from the outset what is appropriate questioning and what is not – this applies to questioning from themselves and from pupils.

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school mentor, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

Sensitive issues will be handled with care and presented in an objective and balanced way. Pupils will be encouraged to consider their attitudes and values within the framework set out as well as those of others. Pupils will be made aware of religious and cultural values and of the difference between fact and opinion.

Pupils will be able to raise questions anonymously by placing any questions in a question box or on a question wall. This will provide the teacher with the opportunity to read any questions and address them in the subsequent lesson for that class.

All staff teaching RSE will be supported by the PSHE Lead and appropriate Senior Leadership Team. Teachers of RSE will be expected to follow this policy and should raise any concerns they have with the PSHE Lead.

### **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. All school staff members are trained on how to correctly and effectively deal with such disclosures and will report any disclosures in accordance with their training.

Teachers will consult with the designated safeguarding lead and in his absence their deputy if they are concerned about any comments or behaviour displayed during a lesson or if a disclosure has been made. Teachers cannot offer or guarantee pupils unconditional confidentiality. Pupils should be made aware of this and know that any concerns will be passed forward to the designated safeguarding lead.

Visitors/external agencies which support the delivery of RSE will be required to comply with the RSE policy and school policy on confidentiality. All visitors should be supervised by a member of school staff. Visitors and external agencies (including but not limited to the school nurse, peer educators and domestic violence charities) will be selected because they have the right skills and experience to make a unique contribution and add value to pupils' RSE lessons.

### **Engaging Stakeholders**

The policy will be available to parents online via the school website.

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support online. Detail about content for each year group and relevant websites that can be used by parents/carers to help improve their own knowledge and support dialogue between them and their child. Parents are also welcome to contact the PSHE Lead or speak to their child's class teacher at parent evenings.

Parents/carers have the right under the new guidance to withdraw their children from RSE content that is not part of statutory National Curriculum science (this will be in relation to sex education only). However, we cannot guarantee that children withdrawn from RSE lessons will not receive information from their peers, as pupils are likely to discuss the nature and content of the programme with each other. A child will also have a right to opt into sex education from their 15<sup>th</sup> birthday (specifically three academic terms before they turn 16). Parents will not be able to withdraw their child from relationships education.

Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.

If a parent/carer requests that their child be removed from relationships and sex education, we will require a meeting to take place between the principal, parent and child to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. This would include a discussion about the benefits of RSE and detrimental effects that withdrawal might have.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils.

### **Monitoring, Reporting and Evaluation**

Teachers will critically reflect on their work in delivering RSE through discussion in departmental meetings and by reviewing pupil learning and reflections (see below). Improvements will be made when necessary, using appropriate sources of information and guidance and will then be discussed with teaching staff delivering RSE.

Pupils will have opportunities to review and reflect on their learning during lessons in structured activities built into each scheme of work and in response to teacher marking.

Pupil voice will be influential in adapting and amending planned learning activities. Pupil voice will be sought in lessons through regular feedback in lessons and through end of unit evaluations.

**RSE Policy Review Date**

This policy will be reviewed in June 2022, or sooner following statutory changes.

It will be reviewed by the PSHE Lead, Principal and Chairman of Governors.

This will ensure that it continues to meet the needs of pupils, staff and parents and continues to be in line with current advice and guidance from the Department for Education.