

# Relationships and Sex Education Policy

**Approved by:** Reigate School  
Full Governing Board

**Date:** 1<sup>st</sup> July 2020

**Last reviewed on:** 1<sup>st</sup> July 2020

**Next review due by:** July 2021

## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide the pupils with age and developmentally appropriate information to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- Provide a framework in which sensitive and inclusive discussions can take place to help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how situations can be managed.
- Guide pupils in managing their personal and social lives in a positive way
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Provide pupils with the knowledge they need of the law
- Teach pupils the correct vocabulary to describe themselves and their bodies, develop resilience and character of pupils to guide them in becoming productive members of society.

The teaching of RSE will support our school community values of Respect, Friendship, Resilience, Curiosity and Kindness.

## 2. Statutory requirements

As a secondary academy school, we must provide RSE to all pupils 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 designing the curriculum, we have also considered the Equality Act (2010).

At Reigate School we teach RSE as set out in this policy.

## 3. Policy development

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

- i. Review – Heads of PSHE and SLT link pulled together all relevant information including relevant national and local guidance;
- ii. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;

- iii. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy where suggested lesson content was also shown, discussed and amended where appropriate to reflect our community;
- iv. Pupil consultation – we investigated what exactly pupils want from their RSE;
- v. Ratification – once amendments were made, the policy was shared with our Full Governing Board and ratified.

#### **4. Definition**

RSE is about the emotional, social, physical and cultural development of pupils, and involves learning about what is acceptable and unacceptable behaviour in all types of relationships, understanding sexual health, contraception, sexuality, healthy lifestyles, diversity and personal identity.

RSE provides age and developmentally appropriate information to help all pupils develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE involves a combination of sharing information, and exploring issues and values in a respectful manner to the range of faiths and cultural beliefs in our community.

RSE is not about the promotion of sexual activity and does not encourage early sexual experimentation.

RSE teaches pupils to understand human sexuality and to respect themselves and others through building their maturity, confidence and self-esteem so they are equipped to make safe, informed and healthy choices as they progress through adult life.

#### **5. Curriculum**

Our curriculum, and a selection of resources, are set out as per Appendix 1, but these will be adapted in light of parent, student and staff feedback over time.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Lessons and resources have been created and adapted with our students in mind and follow suggestions, plans and advice provided by the PSHE Association and Sex Education Forum.

If pupils ask questions outside the scope of this policy, teachers will respond in an age and developmentally appropriate manner so they are fully informed and don't seek answers online.

When planning and teaching RSE lessons, we will take into account the religious background of all pupils to ensure that the core content is appropriately handled.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum lead by Catherine Woodcock, Kate Wescott and a dedicated team of staff volunteers.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Drop down mornings will also be used as an opportunity for discussion and development.

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

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

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 1.

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, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

To fully support our SEN children we will take the following actions:

- Ensure that all children have access to the school curriculum and are fully included in all activities of the school in order to promote the highest levels of achievement;
- Help all children achieve to the best of their abilities, despite any difficulty or disability they may have;
- Ensure that teaching staff are aware of and sensitive to the needs of all children and teaching children in a way that is more appropriate to their needs;
- Help children to gain in confidence and improve their self-esteem;
- To work in partnership with parents/ carers, children and relevant external agencies in order to provide for children's special educational needs and disabilities;

- To identify at the earliest opportunity all children that need special consideration to support their needs (whether these are educational, social, physical or emotional);
- To make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum;
- To promote self-worth and enthusiasm by encouraging independence at all ages and ability levels;
- To give every child the entitlement to a sense of achievement.

## **7. Roles and responsibilities**

### **7.1 The Governing Board**

Reigate School Governing Board will approve the RSE Policy, and hold the headteacher to account for its implementation.

### **7.2 The Head of School**

The Head of School and is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

### **7.3 Staff**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum lead by Catherine Woodcock and Kate Wescott and a dedicated team of staff volunteers.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

Whilst we would not recommend this for concern that pupils might source information online, parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 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 using the form found in Appendix 2 of this policy and addressed to the Head of School.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Specialist training is provided to the joint Heads of PSHE to ensure that the curriculum is in line with government policy and all up to date resources are accessible.

Staff training needs are met to include: safeguarding children, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of RSE.

The headteacher may invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Matt Alexander as Head of School, Chris Harvey as PSHE Department Line Manager, Catherine Woodcock and Kate Wescott as co-Heads of PSHE. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented This monitoring will answer questions such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through planning reviews, learning walks, stakeholder surveys, recording pupil attendance of RSE aspects of PSHE and drop down sessions, regular review of the RSE policy, gathering information school reports and sampling the quality and content of children's work.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Additionally, this is done through:

- Baseline testing at the start and end of each unit
- Lesson observations
- Parent, staff and student surveys

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the Full Governing Board.

APPENDIX 1: SECONDARY PSHE EDUCATION: LONG TERM OVERVIEW – COMPETENCIES-BASED MODEL

Reigate School PSHE programme of study: Long term plan

**Highlighted topics** include sex education and are identified as lessons that children can be withdrawn from by parents\carers.

Sex education may arise in other topics to build on previous learning or through a question asked by one of the class but, this will not be the main component or focus of the lesson.

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
Year 7	<p>Developing goal setting, organisation skills and self-awareness:</p> <ul style="list-style-type: none"> <li>Values and respect in school</li> <li>Making and maintaining friendships</li> <li>Personal identity (online and offline)</li> <li>Phone use</li> <li>Online communication</li> </ul>	<p>Developing empathy, compassion and communication:</p> <ul style="list-style-type: none"> <li>Identifying and challenging bullying</li> <li>Values and respect for others</li> <li>Learning skills and teamwork</li> </ul>	<p>Developing agency, strategies to manage influence and decision making:</p> <ul style="list-style-type: none"> <li>Regulating emotions</li> <li>Diet and exercise</li> <li>Hygiene and dental health</li> <li>Sleep</li> </ul>	<p>Developing self-confidence and self-worth:</p> <ul style="list-style-type: none"> <li>Puberty and managing change</li> <li>Body satisfaction and self-concept</li> </ul>	<p>Developing assertive communication, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> <li>Rights in the community</li> <li>Relationship boundaries</li> <li>Unwanted contact</li> <li>FGM and forced marriage</li> </ul>	<p>Developing agency and decision making skills:</p> <ul style="list-style-type: none"> <li>Drugs, alcohol and tobacco</li> <li>Safety and first aid</li> <li>Online footprint</li> <li>Sharing images online</li> </ul>
Year 8	<p>Developing risk management skills, analytical skills and strategies to identify bias:</p> <ul style="list-style-type: none"> <li>Managing online presence</li> <li>Digital and media literacy</li> </ul> <p>Developing goal-setting, and decision making:</p> <ul style="list-style-type: none"> <li>GCSE options</li> </ul>	<p>Developing respect for beliefs, values and opinions and advocacy skills:</p> <ul style="list-style-type: none"> <li>Stereotypes, prejudice and discrimination</li> <li>Promoting diversity and equality</li> <li>Questioning the world around us: developing a voice for change</li> </ul>	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> <li>Drugs and alcohol</li> <li>Resisting peer influence</li> <li>Online choices and influences</li> </ul>	<p>Developing goal setting, motivation and self-awareness:</p> <ul style="list-style-type: none"> <li>Aspirations for the future</li> <li>Career choices</li> <li>Identity and the world of work</li> </ul>	<p>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Boundaries and consent</li> <li>LGBT+ inclusivity</li> <li>'Sexting'</li> <li>Managing conflict</li> </ul>	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> <li>Maintaining positive mental health</li> <li>Importance of physical activity</li> <li>Introduction to contraception</li> </ul>
Year 9	<p>Developing goal-setting, analytical skills and decision making:</p> <ul style="list-style-type: none"> <li>Sources of careers advice to include: Education expectations 16-18yrs The path to College The paths to apprenticeships The paths to University Studying abroad</li> <li>Employability</li> </ul>	<p>Developing self-confidence, risk management and strategies to manage influence:</p> <ul style="list-style-type: none"> <li>Friendship challenges</li> <li>Gangs and violent crime</li> <li>Drugs and alcohol</li> <li>Assertive communication</li> </ul>	<p>Developing empathy, compassion and strategies to access support:</p> <ul style="list-style-type: none"> <li>Mental health (including self-harm and eating disorders)</li> <li>Change, loss and bereavement</li> <li>Healthy coping strategies</li> </ul>	<p>Developing analytical skills and strategies to identify bias and manage influence:</p> <ul style="list-style-type: none"> <li>Financial decisions</li> <li>Saving and borrowing</li> <li>Gambling, financial choices and debt</li> </ul>	<p>Developing assertive communication, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> <li>Healthy/unhealthy relationships</li> <li>Consent</li> <li>Relationships and sex in the media</li> </ul>	<p>Developing decision making, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> <li>Sexually transmitted infections (STIs)</li> <li>Contraception</li> <li>Cancer awareness</li> <li>First aid</li> </ul>



	<b>Autumn 1</b> Independence and aspirations	<b>Autumn 2</b> Autonomy and advocacy	<b>Spring 1</b> Choices and influences	<b>Spring 2</b> Independence and aspirations	<b>Summer 1</b> Autonomy and advocacy	<b>Summer 2</b> Choices and influences
<b>Year 10</b>	<p>Developing self-awareness, goal-setting, adaptability and organisation skills:</p> <ul style="list-style-type: none"> <li>Managing mental health concerns</li> <li>Managing screen time</li> <li>Time management</li> </ul>	<p>Developing empathy and compassion, strategies to manage influence and assertive communication:</p> <ul style="list-style-type: none"> <li>Relationship expectations</li> <li>Impact of pornography</li> <li>Identifying and responding to abuse and harassment</li> </ul>	<p>Developing agency and decision making, strategies to manage influence and access support:</p> <ul style="list-style-type: none"> <li>First aid and life-saving</li> <li>Personal safety</li> <li>Online relationships</li> </ul>	<p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> <li>Skills for employment</li> <li>Applying for employment</li> <li>Online presence and reputation</li> </ul>	<p>Developing respect for diversity, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> <li>Nature of committed relationships</li> <li>Forced marriage</li> <li>Diversity and discrimination</li> <li>Extremism</li> </ul>	<p>Developing motivation, organisation, leadership and presentation skills:</p> <p>College interview preparation</p>
<b>Year 11</b>	<p>Drop Down Morning Relationship and Sex Education:</p> <ul style="list-style-type: none"> <li>Knowing your body and understanding the bodies around us, gender identity and tackling societal expectations surrounding gender.</li> </ul> <p>Careers</p> <ul style="list-style-type: none"> <li>Options available to you after your GCSEs, preparation for possible interview questions in college interviews.</li> </ul>	Drop Down Morning TBC	Drop Down Morning TBC	Drop Down Morning TBC		

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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	