

Relationships and sex education (RSE) Policy

Rationale and ethos

This policy covers SJCA's approach to Relationships and Sex Education (RSE). We believe RSE is important as the programme makes a significant contribution to the development of personal skills needed by students to establish and maintain positive, healthy relationships. As a Rights Respecting School, all students have *the right to an education* (article 28) and within this education to learn about matters of *life, survival and development* (article 6)

Effective RSE enables young people to make responsible and well-informed decisions about their health and wellbeing. It involves life-long learning about physical, moral and emotional development. It supports students in forming positive beliefs and attitudes about sex and sexuality, relationships and feelings. We view the partnership of home and school as vital in providing the context of healthy relationships and the changes within relationships.

Whilst ensuring students have access to information, that they need to stay safe, healthy and understand their rights as individuals. Information will be clear and impartial on matters such as the changes of puberty, sex, contraception, abortion and assisted conception as well as covering the law in relation to forced marriage and female genital mutilation (FGM).

RSE teaching will foster gender and LGBT+ equality, challenging all forms of discrimination and bullying. It must be respectful of how students choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'.

RSE is an important educational entitlement for young people because it is a means by which they can protect themselves from abuse, exploitation, unintended pregnancies and STI's. It helps them to learn respect for themselves and others, supports them in managing the changes during puberty and adolescence and prepares them for adult life.

Roles and responsibilities

The RSE programme will be taught within the PSHE curriculum. It will be led by the Head of Department, who will support the department's members with delivery and content. It will be supported by the SLT line manager for the PSHE department.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individuals

Students are expected to engage in lessons and treat others with respect and sensitivity.

Legislation

From September 2020, all schools must deliver relationships and sex education. The parental right to withdraw pupils from RSE remains for the aspects of sex education which are not part of the Science curriculum. This parental decision will need to be discussed with the Head Teacher.

Curriculum design

Our RSE programme is an integral part of our PSHE education provision and will be taught as part of the thematic model which progresses as students work their way through the school. RSE falls under Health and Wellbeing and Relationships. The areas include:

- Health and puberty (yr7)
- Building relationships (yr7)
- Identity and relationships (yr 8)
- Intimate relationships (yr9)
- Communication in relationships (yr10)
- Families (yr11)

Other areas of RSE are also covered in other curriculum areas such as Science and Religious Education. All students have the right to *access information* (article 17) which is appropriate and not harmful. The programme will be under consistent review to make sure that the curriculum is age and stage (including emotional maturity) appropriate for all students.

Safe and effective practice

We will ensure a safe learning environment where the teacher and students will agree on the ground rules before the start of RSE. Sensitive and controversial issues will to be managed within the classroom by the member of staff, this will include making the topic 'contextually distanced' from the student and giving opportunities for anonymous questions.

RSE gives students the knowledge required to help *protect them from sexual abuse* (Article 34). 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. If this happens, staff must follow the school policy on safeguarding which involves informing the safeguarding lead. Visitors that help support the delivery of RSE will be required to know the school policy and will always have a member of staff present.

Engaging stakeholders

The PSHE and RSE policy will be available on the school website for parents and carers to access. Through the PSHE page they will be able to see the curriculum overview for RSE. This will also include useful links and resources to support parents.

Monitoring and reporting and evaluation

Teachers will critically reflect on their work in delivering RSE through their own reflective practice. Learning walks and work scrutiny will also help with reflection. Students will have the opportunities to review and reflect on their learning. Children have the right to give their opinions freely on issues that affect them (article 12). Students will be able to voice their view within lessons and through the student voice system to help adapt and amend planned learning activities in the future. Staff must be open that teaching RSE is continually changing as young people have access to information online and from a younger age.

Assessment

PSHE education assessment is not about 'passing or failing', or about behavioural outcomes. For students it is what has been learned, and how learning and understanding has progressed. The PSHE assessment pattern is therefore based on formative assessment principles.

RSE policy review date

As part of effective RSE provision, this policy will be reviewed every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that is in line with current Department of Education advice and guidance.