

Sheringham Woodfields School

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RELATIONSHIPS EDUCATION AND RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Approved by SMT: 23 rd November 2020	Approved by Staff: 30 th November 2020	Approved by Governors: 2 nd December 2020
Next Review date: Autumn 2023	Person(s) responsible for review: SLT	

Relationships Education is compulsory for all pupils in primary education and Relationships and Sex Education (RSE) is compulsory for all those receiving secondary education.

The Department for Education document entitled 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principles, senior leadership teams, teachers' states that teaching must be '*sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law*' (p15). As such, some of our secondary educated pupils may still be working at a primary level, covering content included in the primary Relationships Education curriculum. In addition to these areas, we also cover aspects of the Physical Health and Mental Wellbeing guidance from the same document.

At Sheringham Woodfields School we see Relationships Education, RSE and Health Education as an integral part of our PSHE/Citizenship curriculum. We recognise the importance for our students of learning about themselves and others as they develop socially, emotionally and physically.

Effective Relationships Education and RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It helps young people to make responsible and informed decisions about their health and well-being and keep themselves safe.

Legislation states that all schools must provide an up to date policy that describes the content and organisation of Relationships Education and RSE. The DfE guidance also states that schools can opt to teach Sex Education at the primary level but that parents have a right to withdraw their child from these elements of the curriculum (please see below).

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of Relationships Education and RSE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand. It is regularly reviewed and parental input is welcomed.

The Relationships Education and RSE programme at Sheringham Woodfields reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

How Relationships Education and RSE is delivered at Sheringham Woodfields.

Relationships Education and RSE are included in our PSHE long term plan at Key Stage 2. Pupils learn about families and people who care for us, caring and respectful relationships, online relationships and being safe. In addition, we include work on physical health and mental wellbeing such as emotions, changes to the adolescent body and healthy eating. The DfE guidance states that the focus for pupils in the primary phase should be *'characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'* (p19)

At KS3 many of our pupils will be continuing to work on the KS2 PSHE curriculum due to their developmental level. However, some pupils will have moved on from this and will access appropriate elements of the RSE curriculum through their PSHE sessions.

As students move on to KS4 and KS5 we continue to address key aspects of RSE through their ASDAN work. All pupils for whom it is appropriate will cover a Towards Independence Module entitled Relationships. Within this they will cover Self-awareness, their bodies, understanding of public and private, family and friends and understanding change.

As a school we recognise the diversity of need within our school population. This is reflected in the content, grouping and resources we use in our Relationships Education and RSE lessons.

Relationships Education and RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and Citizenship. At Sheringham Woodfields the main content is delivered in PSHE lessons in two half termly modules throughout the year but some areas have clear links to the science and physical education curriculums as well.

Relationships Education and RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used. Relationships Education and RSE can also be delivered in smaller tutorials to address specific learning needs.

It may occasionally be the case that, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of Relationships Education and RSE in school. Sheringham Woodfields has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's Relationships Education and RSE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Evaluation/assessment of the Relationships Education and RSE programme is conducted using a variety of informal activities which have been built into the programme and through our PSHE assessment.

In addition to the elements of Relationships Education and RSE covered in the PSHE and science curriculums it is important that all staff feel confident and competent to deal with questions or issues which may arise with individuals within the school. Learning opportunities may be identified for individuals outside timetabled sessions.

Specific Issues within Relationships Education and RSE

Withdrawal

Parents/Carers **do not** have the right to withdraw their child from Relationships Education or the Relationships aspect of RSE. Parents **do**, however, have the right to withdraw their children from all or part of the sex education aspect of RSE or from any sex education being taught in the primary phase other than what is covered in the statutory science curriculum. Those parents/carers wishing to exercise this right are invited in to see the Head Teacher, who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in any sex education programme until the request for withdrawal has been removed.

Materials can be made available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home instead of having it delivered in school.

As Parents of children with additional needs you may worry that RSE will encourage sexualised behaviour. However, evidence shows that effective RSE delays first sexual experiences and does not induce sexualised behaviour where they would not occur anyway.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named DSL who may confer with the Head Teacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The school has a separate Safeguarding Policy. Effective Relationships Education and RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around Relationships Education and RSE related issues are varied. However, while personal views are respected, all Relationships Education and RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

Both formal and informal Relationships Education and RSE arising from pupils' questions are answered according to the age, comprehension and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes all staff must use their skill and discretion in this area and refer to the DSL if they are concerned.

There are points in time when Relationships Education and RSE related topics are delivered to support a child with emerging behaviours. If this is the case, the school will discuss the relevant topic areas with parents/carers (and other relevant agencies) and ensure