



ELTHORNE PARK

— HIGH SCHOOL —

Relationships and Sex Education (RSE) Policy

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Status – Statutory

Committee – Curriculum

Contents

1. Aims	22. Definition	4
3. Statutory requirements	44. Policy development	4
5. Delivery of RSE	4 - 5	
6. Roles and responsibilities Monitoring arrangements	57. Parents' right to withdraw 6	68. Training 69.

1. AIMS

RSE at Elthorne Park High School seeks to develop our values as a community (Proud, Prepared, Persevering & Principled). We recognise that relationships and sex education is a lifelong learning process which focuses on physical, moral and emotional development. RSE contributes to the

foundation of PSHCE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups and aims to reduce discriminatory behaviours. We aim to link relationships and sex education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking, alcohol and e-safety, and to ensure that our students understand how the law applies to sexual relationships.

The core aims of Relationships and Sex education (RSE) at our school are to:

- Teach students about families, friendships and respectful relationships including an understanding of intimate relationships
- Help students navigate online relationships safely
- Create a positive culture around issues of sexuality and relationships
- Help students develop feelings of self-respect, confidence and empathy
- Empower students to understand what constitutes harmful sexual behaviours, sexual harassment and how to safeguard themselves and the community against them
- Ensure students understand the definition of consent and issues surrounding it
- Prepare students for puberty and give students an understanding of sexual development and the importance of health and hygiene
- Teach students the correct vocabulary to describe themselves and their bodies

We aim to develop students' attitudes and values through:

- Promoting respect, value, love and care of themselves and others including respect for individual and cultural differences
- Developing understanding and promoting sensitivity towards the needs and views of others and modelling appropriate behaviours
- Exploring human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences
- Understanding responsibility including to themselves, the school, their family and the wider community

We aim to develop students' personal and social skills through:

- Learning how to share and cooperate with others
- Experiencing being part of a community within the class, the school and the wider community, enjoying the benefits, and learning to accept the responsibilities this brings
- Enabling students to express preferences, communicate needs, make decisions, choose options that other people act upon and respect
- Supporting students in learning to understand appropriate and inappropriate behaviours and manage their own behaviour and emotions
- Enabling students to make choices and deal with the consequences that these may bring
- Enabling students to make choices based on an understanding/acceptance of differences and absence of prejudice
- Developing self-respect and empathy for others
- Developing self-awareness and self-esteem
- Developing skills to manage potential conflict and upset
- Learning how to assert themselves appropriately and safeguard to avoid abusive exploitation.

We aim to develop knowledge and understanding through:

- Developing body awareness and physical control
- Developing an understanding of their ability to influence the environment
- Developing a knowledge of gender, growth and development
- Learning when privacy is appropriate and how to protect one's own privacy
- Promoting a positive attitude to body changes around puberty and developing the skills needed to cope with them
- Developing an understanding of physical feelings, including physiological responses to touch

- Developing an understanding of own and others' sexuality, sexual health, emotions and relationships
- Learning about healthy lifestyles.

2. Definition

RSE at EPHS is defined as learning about the importance of stable and loving friendships and relationships, family life (for example nuclear, LGBTQ+, marriage, cohabitation) and about respect, love and care. Relationships and sex education provides students with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. It encourages the development of personal and interpersonal skills, the awareness and respect of self and others and encourages reflection and responsibility. As part of our relationships and sex education programme, health issues including fertility, contraception, sexually transmitted infections /diseases and pregnancy options will be addressed. Facts are presented in an objective and balanced way, with students being encouraged to consider their own attitudes and values. They will be made aware of the differences between fact, opinion, and cultural and religious beliefs through PSHCE and this will be supported by the RS curriculum. RSE is not about the promotion of sexual activity.

3. Statutory requirements

Under section 3.6 of the National Curriculum, from 2020 RSE is compulsory from year 7 onwards. Following renewed government guidance in 2020, the relationships and health aspects of PSHCE education is statutory and compulsory in all schools.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

4. Policy development

This policy has been developed in consultation with staff, pupils and parents. The Department for Education and Ofsted have clearly outlined aspects of RSE that are statutory in all high schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

1. Review – a member of staff reviewed all relevant information including national and local guidance
2. Staff consultation – at the start of the year staff were given the opportunity to feed into the programme of study and make recommendations, reflected in our policy. Staff were surveyed about training needs and these were incorporated into the school's CPD schedule
3. Parent consultation – The policy was published on the website and parents / any interested parties were invited to contribute through a consultation survey and feedback presentations.
4. Pupil consultation – the school uses formalised methods of collecting student voice including Ealing's HRBS (Health Related Behaviour Survey)
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Delivery of RSE

Relationships and sex education is carried out principally within the Personal, Social, Health, Citizenship Education (PSHCE) curriculum, according to current legislation and delivered by teachers. Biological aspects of RSE are taught and reinforced in the science curriculum, and other aspects are further expanded in religious studies (RS).

The planning and organising of teaching strategies will be consistently reviewed through quality assurance methods to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles. In the planning and delivery of lessons, special consideration will be given to tailoring the programme to meet with the specific needs of students at key times. Special consideration will also be given to thinking about the gender dynamics of particular topics, along with provision for our most vulnerable students, whether this is through SEND, Pupil Premium or our NLLB cohort. Materials and supplementary speakers are carefully chosen, appropriate to the needs and ages of our students and often in conjunction with the Local Authority and recognised professional bodies. according to statutory guidance and SEND needs.

Parents are informed of the programme through Year Ahead meetings and materials and are welcome to view resources used in relationships and sex education or to discuss further with teachers or the AAHT – Personal Development. If an external visitor is delivering all or aspects of Relationships Education, parents will be informed through the school newsletter.

Our methods of teaching include presentations, small group discussion, visiting speakers, the use of worksheets, videos and workbooks.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed in an alternative context. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned. The following are protocols teachers follow for discussion: no one (teacher or pupil) will have to answer a personal question; no one will be forced to take part in a discussion; only correct/agreed names for body parts will be used; meanings of words will be explained in a factual way; teachers may use their discretion in responding to questions. Our teachers are aware that effective relationships and education may lead to disclosure of a child protection issue and will refer to the school's child protection policy and handle any such matter in line with this.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

6.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students 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 headteacher.

6.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity in line with The Elthorne Way and wider school ethos.

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of RSE 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. The request to withdraw must be made in writing to the Headteacher and include a detailed explanation of the benefit to the child.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Once this request has been completed, alternative work will be made available for the student.

Parents do not have the right to withdraw their children from the biological aspects of human growth and reproduction which also fall within the national curriculum for science.

8. Training

Internal training for RSE teachers is provided annually and supplemented through subscriptions to national bodies such as The PSHE Association and individual CPD requests from staff. The AAHT Personal Development may also invite visitors from outside the school, such as nurses or sexual health professionals. Training providers are often selected on the recommendation of the Local Authority or recognised professional bodies.

9. Monitoring arrangements

The delivery of RSE is monitored by A Crix Associate Assistant Head – Personal Development) and K Reeves (Associate Deputy Head – Personal Development and Inclusion) through:

- *Half termly learning walks*
- *Planned workbook/book looks*
- *Auditing of content and best practice through Year Leaders and Key Stage Leaders*

Students' development in RSE is monitored by class teachers.

This policy will be reviewed by A Crix & K Reeves on an annual basis to reflect changes to statutory requirements or best practice. At every review, the policy will be approved by the governing board.