



<b>BELIEVE</b>	IN A HEALTHY MIND AND BODY IN STRIVING TO BE THE BEST WE CAN BE IN RESPECTING EACH OTHER AND OURSELVES
<b>GROW</b>	THROUGH LEARNING IN HUMANITY AND KINDNESS THROUGH EMBRACING OUR OPPORTUNITIES
<b>SUCCEED</b>	IN MAKING OTHERS PROUD IN BUILDING POSITIVE RELATIONSHIPS IN BEING RESILIENT AND COURAGEOUS

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# Relationship & Sex Education Policy

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Version 4.21

## Document Control

Date	Version	Author	Notes
19.04.21	04.21	BM & NW	Update of policy
31.03.20	06.20	BM & NW	

## Key Contacts

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to develop confidence to talk, listen and think about feelings and relationships. The school will:

- Provide a framework in which sensitive discussions can take place
- 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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Address concerns / correct misunderstandings / ability to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

## 2. Statutory requirements and purpose of RSE policy

As a secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships and Sex Education and Health Education statutory in all Secondary schools. New guidance replaces the DfE Sex and Relationships Education Guidance from 2000.

The school will:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- Give information to parents/carers about what is taught and when it is being taught.
- Give parents /cares information about their involvement with RSE

- Give a clear statement on what the school aims to achieve from RSE and why it thinks teaching RSE is important
- Clarify the content and manner in which RSE is delivered

### **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:

1. Review – the RSE lead (NW) with a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation and the Health Education Partnership at the Borough of Barking and Dagenham were involved.
4. School council members – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

### **5. Curriculum - Content and Organisation of the Programme**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

For more information about our curriculum, see our website for our PDE Education Curriculum Overview

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

Timetable allocation: 1 hour per week in years 7 through to 11

Groupings: Taught in form groups

Staff Involved: Experienced PDE teachers with occasional use of outside agencies to compliment the curriculum such as Brook / Chain Reaction Theatre Company. It is important to note that where outside visitors help to deliver RSE they are not there to replace teachers but to enrich existing programmes by supporting the school.

Where taught: Dedicated PDE lessons/ Science and RE/ Assemblies/Special events e.g. Mental Health Awareness Week / Form tutor programme

Statutory content is as follows:

**Science Curriculum** Key Stage 3 (age 11-14 years) - Statutory Science Curriculum

**Pupils should be taught about:** Reproduction

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

**Science Curriculum** Key Stage 4 (age 14-16 years) - Statutory Science Curriculum

**Pupils should be taught about:** Health, disease and the development of medicines

- The relationship between health and disease
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs/ Coronavirus disease Covid-19); non-communicable diseases; the impact of lifestyle factors on the incidence of non-communicable diseases.

### **Coordination and control**

- Principles of hormonal coordination and control in humans, hormones in human reproduction, hormonal and non-hormonal methods of contraception
- Evolution, inheritance and variation
- Sex determination in humans

### **Health Education**

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

How pupils will be taught:

Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships in a safe space.

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.

## 7. Roles and responsibilities

### 7.1 The Governing Body

The governing body has approved the RSE policy, and is holding the headteacher to account for its implementation.

### 7.2 The headteacher

The headteacher 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

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual 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 headteacher. We reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE and that all those contributing to the programme are expected to work within the aims listed above.

### 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. Engaging with parents and their right to withdraw

On entry to the school, parents/carers are invited to read the RSE policy. This helps to establish consultation and a partnership with parents /carers, which reinforces the dual responsibility for RSE learning. Parents/carers are kept informed about the content of the programme.

From September 2020 parents/carers have the right to withdraw their child from Sex Education that does not fall under the science curriculum – this is up until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. From September 2020 parents/carers do not have the right to withdraw their child from lessons on Relationships or Health Education.

At Dagenham Park Church of England School we place a great deal of emphasis on the value of educating our children about the importance of healthy relationships, every RSE lesson will include some aspect of learning that relates to this and therefore withdrawal will not be a straight forward process. Parents/carers should take the time to carefully read this policy, the DfE Statutory RSE Guidance in terms of content children must receive, and any concerns regarding withdrawal will need to be discussed on a one-to-one basis between the parent/carer and the PDE lead NW

We will take every opportunity to inform and involve parents/carers:

- By making our commitment clear in the staff handbook
- By inviting parents/carers to discuss personal development when their child enters the school
- By giving parents/carers the opportunity to discuss RSE with the PDE lead.

If a parent/carer wishes to withdraw their child from the sex education element of RSE we ask that they discuss it with the PDE lead and the Deputy Head Teacher and then a request for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The PDE lead will discuss the request with parents/carers 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. The RSE Lead NW will deliver all requested training.

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

It is important to the school that staff who are delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

## 10. Moral and Values framework

RSE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

RSE supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents /carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate, age appropriate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own relationship and sexual behaviour.

RSE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture, marital status and sexual orientation

## 11. Being an Inclusive School

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures

- Some children may have a different structure of support around them (for example: looked after children or young carers)

## **12. Meeting the Needs of SEND Pupils**

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

## **13. Confidentiality Statement**

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents / carers and are provided with support to be able to achieve this successfully.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's safeguarding policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

## **14. Answering pupils' questions**

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RSE outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. Parents/carers should be aware that children are curious, and those who don't have their questions answered may look to other sources for information, such as the internet or their friends which may result in them forming some worrying misconceptions.

## **15. Monitoring arrangements**

The delivery of RSE is monitored by the RSE Lead (NW) through:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils' progress
- Recommending targets for whole school development

- Modelling positive attitudes to RSE
- Ensuring that pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by B Marsden and N Woodfin every year. At every review, the policy will be approved by the Governing Body and the Headteacher.

A copy of this policy will be supplied to all staff and governors and included within the staff handbook. A full copy will be published on the school website and made freely available to parents/carers on request. Copies will also be supplied to other professionals whose work relates to RSE or who may be involved in its delivery.

Review to reflect new legislation and current good practice: Summer Term 2022

Date of next review: September 2022

This policy should be read in conjunction with the school's:

- Safeguarding and Child Protection Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Equalities Policy and Objectives
- SEND Information Report

## 16. The guidance should be read in conjunction with:

*Keeping Children Safe in Education* (statutory guidance) (2019)

*Respectful School Communities: Self Review and Signposting Tool* (a tool to support a whole school approach that promotes respect and discipline) (2018)

*Behaviour and Discipline in Schools* (advice for schools, including advice for appropriate behaviour between pupils) (2016)

*Equality Act 2010 and schools* (2010)

*SEND code of practice: 0 to 25 years* (statutory guidance) (2015)

*Alternative Provision* (statutory guidance) (2013 – updated 2016)

*Mental Health and Behaviour in Schools* (advice for schools) (2018)

*Preventing and Tackling Bullying* (advice for schools, including advice on [cyberbullying](#)) (2017)

*Sexual violence and sexual harassment between children in schools* (advice for schools) (2018)

*The Equality and Human Rights Commission Advice and Guidance* (provides advice on avoiding discrimination in a variety of educational contexts)

*Promoting Fundamental British Values as part of SMSC in schools* (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2018)

*National Citizen Service* guidance for schools (2017)

