



<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 6.20

## Document Control

Date	Version	Author	Notes
31.03.20	6.20	BM & NW	

This Relationship & Sex Education (RES) policy was written in consultation with staff, pupils, parents/carers and Governors. It should be read in conjunction with the school's:

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

### 1. School Background Information

Dagenham Park Church of England School is situated in an area of considerable social deprivation. No single ethnic or religious group predominates. The school has above average numbers of students with SEND and English as an additional language.

### 2. Key contacts

Safeguarding Lead: Brigitte Marsden Deputy Headteacher  
RSE Lead: Nicola Woodfin Subject lead for PDE  
Lead Governor: Keith Coffey Chair of Governors

### 3. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

Staff Handbook  
Pupil documentation

### 4. Purpose of RSE Policy

This policy has been written as a statutory requirement and to:

- 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

### 5. How the Policy was developed

This policy was developed as part of our statutory responsibility by the RSE lead in consultation with school governors, pupils (school council), staff, parents /carers and the wider community partners such as Health Education Partnerships at the Borough of Barking and Dagenham.

## 6. Legislation

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.

This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance will become mandatory in September 2020 - following the Secondary School expectations:

Relationships and Sex Education will be compulsory in all Secondary Schools (or those pupils receiving Secondary Education) – this includes academies, free schools and independent schools.

Health Education will be compulsory in all Secondary Schools (or those pupils receiving Secondary Education) – including academies and free schools.

## 7. Aims of RSE

### **Develop confidence to talk, listen and think about feelings and relationships**

- 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

## 8. 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

## 9. Content and Organisation of the Programme

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<sup>1</sup> e.g. Mental Health Awareness Week / Form tutor programme

Curriculum Content: See our website for our PDE Education Curriculum Overviews

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); 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

**Relationships and Sex Education**

- Families
- Respectful Relationships, including Friendships
- Online and Media

- Being Safe
- Intimate and Sexual Relationships, including Sexual Health

## 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.

## 10. 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)

## 11. 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.

## **12. 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.

## **13. Assessing RSE and Monitoring the Programme**

The RSE Lead will be responsible for:

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

Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents/carers will be sought and taken into account as the programme develops and changes.

## **14. Teachers' Responsibilities**

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed above.

## **15. Training staff to deliver RSE**

It is important that staff 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

## 16. Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents 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 are kept informed about the content of the programme.

Up until September 2020 parents/carers have a right to withdraw their child from those aspects of Relationships and Sex Education that are not included in the statutory science curriculum.

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.

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 and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

## 17. 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.

## 18. Working with the Wider Community

The following individuals were consulted in the development of this policy: Health Education Partnership funded by The London Borough of Barking and Dagenham

## 19. Disseminating and Monitoring the RSE Policy

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.

Frequency of monitoring: Yearly

Review to reflect current good practice: Summer Term 2020

Review to reflect new legislation: September 2020

Date of next review: September 2020

*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 \(SMSC\) \(2018\)\*](#)

Appendix 1

Parent form for withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
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	<u><i>Include notes from discussions with parents and agreed actions taken. For example, Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i></u>