

ST. ANTHONY'S SCHOOL

Relationship and Sex Education Policy



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Approved by GB:

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Relationships and Sex Education Policy

Definition

Relationship and Sex Education (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.

The aims of this RSE at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, 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.

RSE will also contribute to promoting spiritual, moral, cultural, mental and physical development of all our pupils, preparing them for the opportunities, responsibilities and experiences of adult life.

RSE Curriculum

St Anthony's RSE curriculum is available on the school website, but like all curriculum areas there might be a need to adapt the curriculum content when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff whilst taking in account of the government statutory guidance. We also take in account the age of our pupils but also their developmental stage, needs and feelings of our pupils. Occasionally a pupil may ask questions outside the scope of our curriculum or this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We are able to share all curriculum materials with parents and carers upon request.

Delivery of RSE

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

Delivery of RSE within Primary

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Delivery of RSE within Secondary

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

Delivery of RSE within Primary and Secondary

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
- Give careful consideration of what adaptation is required to meet the cognitive and emotional needs of all our pupils.

Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of resources

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy

- The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
 - Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

RSE Monitoring

The delivery of RSE is monitored by Sally Kayworth (Primary PSD Lead) and Sally Davies (Secondary PSD Lead) as well as the Governing Body through lesson observations, learning walks, planning scutinies, book scrutinies and health monitoring week.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems but data is also collated and analysed by both Primary and Secondary PSD Leads.

Roles and Responsibilities

The governing body

The governing body will approve the RSE policy and hold the headteacher and the PSD leads to account for its implementation.

The governing body will hold the headteacher and the PSD Leads to account for the implementation of this policy.

The headteacher and the PSD Leads

The headteacher and the PSD Leads are responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE.

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
- 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.
- Secondary PSD Lead is Sally Davies who is responsible for the teaching of RSE within the Secondary Department.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents and Carers Right to Withdraw

Primary

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers do have the right to withdraw their child from the non-statutory and the non-science components of sex education within RSE.

Requests for withdrawal should be discussed with the Primary PSD Lead, Sally Kayworth.

Sally Kayworth will discuss the request with parents/carers and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from sex education.

Secondary:

Parents/carers have the right to withdraw their child from the non-statutory and the non-science components of sex education within RSE up 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.

Requests for withdrawal should be discussed with the Secondary PSD Lead, Sally Davies.

Sally Davies will discuss the request with parents/carers and take appropriate action.

If a pupil is withdrawn then this will be recorded on the pupil's educational record.

Alternative school work will be given to pupils who are withdrawn from sex education.