



## Relationship & Sex Education (RSE) Policy

Approved	/ /
To be reviewed	/ /
Signed (Chair of Governors)	
Signed (Proprietor)	

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## 1. Introduction

At Priory Park Community School we believe effective RSE should give young people the key information they need to know how to be safe – both on and offline – and develop nurturing relationships of all kinds. We do this by providing the following:

- *Sex education*
- *Relationship advice*
- *We promote an environment which challenges perceived limits on pupils based on their gender, race or religion.*
- *Students are given the opportunity to have a wide variety of hobbies, interests and use them to take responsibility for their physical and mental health.*
- *Create an inclusive school that promotes visibility and acceptance of all groups*

Our conduct and T&L policies support delivery of RSE and creating an environment where everyone feels accepted. We are aware of: everyday sexism, misogyny, homophobia, and gender stereotypes and take positive action to build a culture where they are not tolerated. We will review conduct and safeguarding logs to respond to groups that need more support throughout the year, working with DSL, the school nurse, wellbeing lead and the pastoral team.

The Trust's RSE policy will provide clear progression from what is taught in primary in Relationship Education (RE). We will build on the foundation of RE and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

## 2. What is RSE at Priory Park Community School

The aims of relationships and sex education (RSE) at our school are to ensure students learn about:

- different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

The aims above are in line with the core expectations that we promote to all students:

*Challenge yourself* and maintain a positive attitude, *show respect* for all and display high levels of commitment by *being prepared*.

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.**

### 3. Statutory Requirement

The new Relationships education, relationships and sex education (RSE) and health education curriculum will be mandatory from September 2020. At PPCS, we have adopted the curriculum from September 2021.

We will follow the statutory guidance from the Department for Education (DfE) issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Links with other policies

This policy should be read in conjunction with the following Trust/Academy policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality Information

### 4. Roles and Responsibility

The governing board will approve the RSE policy and hold the headteacher to account for its implementation. The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE

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 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.

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

### **Monitoring and Review**

A central plan and record of the themes and content of assemblies, form times and whole school events. Staff must make sure that no student is pressured to join a group, club or society.

Termly meetings with DSL and/or Assistant Head for Pastoral will ensure that all groups get the education they need.

Teachers who deliver RSE will meet on a regular basis with the lead at the relevant school.

RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by, the Trust's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safe guarding. RSE will sit within the context of the Trust's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

### **Sex and Relationship Education (RSE) is carefully planned and**

**delivered through:** - Timetabled, tutor-led RSE lessons.

- Assemblies
- Whole year/school events.

*Appendix 1: RSE curriculum overview (page 8)*

From time to time questions may be raised by students which staff may have difficulty in addressing, due to its nature and content. The staff member in question is not required to answer such questions immediately. In such cases they are advised to defer a reply and consult the Designated Safeguarding Lead before taking further action. Teachers and tutors

are urged to use their skill, good sense and discretion in such situations. All staff must follow the Safeguarding Policy when a disclosure is made.

## 5. Pupils with Special Educational Needs & Disabilities

Relationships Education, RSE and Health Education will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. The Trust is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

## 6. Right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. In the first instance request for withdrawal will be discussed with the parent, and if appropriate the child, by the RSE lead at the relevant school to ensure that the nature and purpose of the curriculum is clear. A record will be kept centrally of this process.

NB: Any child who decides they want to receive RSE and they are no more than three terms before they turn 16 can attend the relevant lessons.

There is no right to withdraw from the national curriculum.

If you wish to make a request to withdraw your child from RSE please contact your child's head of year in the first instance.

## 7. Monitoring Arrangements

Our Relationship & Sex Education Policy will be reviewed annually or sooner if required. All staff and stakeholders may contribute to the development of our policies and procedures.

Our policy will be published on our website and paper copies are available upon request.

*We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

**Appendix 1 – Priory Park Community School**

RSE and Health Education			Life Skills
7	Autumn Term	Puberty - changes in boys and girls Emotional changes during puberty and how to manage these The importance of a good personal hygiene Body image, self-worth and identity Taking risks – how to keep myself safe	The Journey of life – changes Celebrating festivals Coping with loss Taking Risks Body image Tolerance
7	Summer Term	Forming Positive relationships Building Self Esteem and Confidence Healthy eating Gender identity and stereotypes Looking after your Mental health	
8	Autumn Term	Developing positive friendships Looking after your changing body Physical health and fitness Basic first Aid Media/Online safety	Crime and punishment Religion and Conflict Understanding the Body image, identity and perception Peer Pressure
8	Summer Term	<ul style="list-style-type: none"> <li>• Respect and Consent – what does it mean</li> <li>• Contraception</li> <li>• STIs</li> <li>• Gender identity and discrimination</li> <li>• Online grooming</li> </ul>	
9	9 Spring Term	<ul style="list-style-type: none"> <li>• Healthy and Unhealthy relationships</li> <li>• Sexuality</li> <li>• LGBTQ – Homophobic bullying</li> <li>• Online safety</li> <li>• Sexual exploitation</li> <li>• Your mind – managing your emotions</li> <li>• FGM, Breast Ironing</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships and families</li> <li>Medical ethics – Abortion, Euthanasia, Plastic surgery</li> <li>Human Rights and social Justice</li> <li>Religious Freedom</li> <li>Extremism</li> <li>Gang culture</li> </ul>
10	Autumn Term	<ul style="list-style-type: none"> <li>• Consent and the Law</li> <li>• Contraception –LARC</li> <li>• Domestic Violence and abuse</li> <li>• Arranged and Forced marriages</li> <li>• Teenage pregnancy</li> </ul>	Substance awareness and drug abuse The Justice system in Britain Prejudice and Discrimination Poverty and Wealth

			Our world – environmental issues
10	Spring Term	<ul style="list-style-type: none"> <li>• Consent</li> <li>• Sexual violence and abuse</li> <li>• Sex and the Media</li> <li>• Relationships and the next stages</li> </ul>	Mental health and Emotional well being Revision Strategies Skills for life – Career advice Communication skills Taking your place in the society Community safety