

**Pedmore High School**

**Relationships and Sex Education RSE**

**Policy**

**September 2021**

## **RSE policy**

### **Rationale and ethos**

This policy was produced by Louise Stanton through consultation with the school, school governors and parents.

This policy covers our school's approach to ensuring our students are equipped with age appropriate information, to enable them to make positive decisions to ensure healthy related behaviour is developed.

We define 'relationships and sex education' as having the knowledge and understanding of key topic areas such as; families; respectful relationships, including friendships; online and media; being safe; intimate and sexual relationships, including sexual health.

We believe relationships and sex education is important for our students and our school because it is important to empower our students with the correct knowledge, understanding, skills and confidence to ensure they thrive in a forever developing world.

We view the partnership of home and school as vital in providing the context to ensure our curriculum is tailored to our student's needs.

Our school's overarching aims for our students are to ensure our students *Aspire, Persevere and Succeed*.

We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by regularly reviewing the lessons and content delivered to our students, by means of student questionnaires, teacher feedback via observation and verbal discussions and liaising closely with the SENCo.

We ensure RSE fosters gender and LGBT+ equality by delivering lessons in an environment where respect for individuals, their opinions and ideas are well received, whilst underpinning the knowledge of gender and LGBT+ equality through lessons taught.

The intended outcomes of our programme are that students will:

- Know and understand what a respectful relationship is, understand how to keep themselves and other around them safe, know where to access support or help, should they need it.
- Understand they have a right to withdraw consent and voice their concerns and seek help, if required.
- Understand they have a responsibility to protect themselves and others around them.
- Develop the skills and attributes to be confident in a relationship; including family, friendships and intimate relationships.

## **Roles and responsibilities**

The RSE programme will be led by Louise Stanton.

It will be taught by teachers of Pedmore High School.

It will be supported by Heads of Year, Senior Leadership team, Governors and parents.

A working party will be made up of parents, Governors and teaching staff.

Teaching staff will receive RSE training through the National College CPD platform, through CPD on Wednesday mornings and where necessary, specific professional development. This will help staff support students with the most up to date and useful information.

## **Legislation**

We are required to teach relationships education/RSE as part of the current regulations and guidance from the Department for Education, it states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw students from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

The RSE policy supports the following policies:

- Education Act (1996)
  - Learning and Skills Act (2000)
  - Education and Inspections Act (2006)
  - Equality Act (2010)
  - Supplementary Guidance SRE for the 21st century (2014)
  - Keeping children safe in education – Statutory safeguarding guidance (2016)
  - Children and Social Work Act (2017)

## **Curriculum design**

Our RSE programme is an integral part of our whole school PSHE education provision and will cover topics such as: relationship values, healthy relationships, unhealthy relationships, family, parenting, online safety, consent, sexual orientation, sexual harassment, pornography, the law, sexual health services, forced marriage, honour based violence, radicalisation and contraception.

We will ensure RSE is matched to the needs of our students by evaluating current and local issues/concerns, parental input and student voice.

Our RSE programme will be planned by the PSHE Co-ordinator and delivered by Form tutors, school nurse or the local sexual health clinic, through our PSHE subject, which has a weekly timeslot on every students' timetable. Lessons are planned in such a way that is age and stage (including emotional maturity) appropriate and relevant to our students.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including discussion work, debates, scenarios, videos, presentations, outside speakers. High quality resources that have been selected will support our RSE provision and will be regularly reviewed to ensure their validity. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral context and underpin the school's ethos.

Lessons will be differentiated by the teacher to suit the needs of all students, to ensure all our students are challenged. Students that require Special Educational Needs (SEN) will also benefit from additional support through an additional lesson with the SENCo.

Learning about relationships and sex education in PSHE education lessons will complement the learning in Science, Citizenship and Religious Education.

Students will be encouraged to reflect on their own learning and progress by means of student voice and questionnaires.

An overview of the learning in each year group can be found on our website, via the Curriculum tab.

### **Safe and Effective practice**

We will ensure a safe learning environment by outlining key ground rules at the start of the academic year and students will be reminded of them in lessons, to establish a safe learning environment for all. It is important to establish core ground rules to ensure students feel comfortable to share their ideas and opinions whilst also allowing potentially sensitive issues to be addressed and managed in a professional manner. Distancing techniques will be used such as, the use of videos, purposefully designed for RSE, to use characters as a point of reference, rather than allowing students to share personal experiences. The use of anonymous question boxes will allow our students to ask questions they may feel uncomfortable sharing and allow the teacher to answer any questions or misconceptions in the correct context. Any concerns will be addressed via the Safeguarding team.

All staff will adhere to our schools safeguarding policy and report any concerns to the Safeguarding team.

All staff teaching RSE will be supported by the use of well-planned lessons (with clear guidelines), some lessons will be planned by external agencies, whilst other lessons will benefit from direct support from external agencies, where local sexual health clinics, school nurse or theatre companies will come in to school to deliver a session.

### **Safeguarding**

How will child protection, safeguarding and confidentiality protocols support safe and effective RSE practice? • How will visitors and external agencies be informed of safeguarding protocols and be supportive of the school's whole school approach to RSE? • What protocols will be in place for students who may be considered vulnerable or 'at risk'?

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers at Pedmore have received up to date safeguarding training and will follow school policy. Teachers will consult with the designated safeguarding lead and in their absence, their deputy and record any concerns via our online portal.

Visitors/external agencies which support the delivery of RSE will be required to report any concerns to the teacher attached to the class. The protocol for inviting visitors into lessons, will require DBS checks and a teacher in the same room as visitors.

### **Engaging stakeholders**

Parents will be informed about the policy through sharing via our email system and on our webpage. We are committed to working with parents and carers, by ensuring that they are fully aware of what is being taught and provide the Programme of Study and Scheme of Work on the school's website, with links to local and national helplines.

As part of our whole school approach to RSE, there will be a consultation period to review the RSE policy. Parents are also invited to view the materials and resources we use in lesson, should they require.

We will notify parents that RSE will be taught, by and direct them to our website which will display their child's Programme of Study.

Parents/carers have the right to withdraw their child from RSE content that is not part of statutory Science, however, in the first instance, we would like to discuss with the parents/carers any concerns they have and ensure any misconceptions are addressed. If after parental discussion, they would prefer their child to be removed from the RSE lesson, we will provide alternative lesson content and where possible not deviate far from the lesson objectives.

Governors will be informed of the RSE policy and curriculum through governor meetings held termly where necessary.

Student voice will be used to review and tailor our RSE programme to match the different needs of students. Student voice will be presented periodically over the academic year.

### **Monitoring, reporting and evaluation**

Teachers will critically reflect on their work in delivering RSE through the means of staff surveys and regular, ongoing feedback via HOY.

The Safeguarding team will support RSE with regular updates of local and national issues/concerns. This in turn will influence the planning of RSE and its content.

Students will have opportunities to review and reflect on their learning during lessons and student voice will be influential in adapting and amending planned learning activities.

The contribution of visitors and external agencies to RSE provision will be monitored and evaluated.

### **RSE policy review date**

As part of effective RSE provision, the RSE policy should be reviewed at least every 2 years.

This policy will be reviewed in September 2023.

It will be reviewed by the current PSHE lead.

This will ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance.