



The Ecclesbourne School

'Learning Together for the Future'

RELATIONSHIPS AND SEX EDUCATION

October 2021

1.Introduction

As of September 2020 the statutory guidance on Relationships and Sex Education has become compulsory with the full teaching expected from September 2021. This policy has therefore been created to ensure the school meets its statutory requirements and we are now teaching RSE across all Key Stages. The policy was developed in consultation with the Head of PDC, Head of Science, Heads of School and the pupils' focus group. It also takes into account the DfE's Guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education September 2021. This policy follows the guidance and therefore meets its statutory responsibilities.

This policy should be read in conjunction with the following DfE Publications:

- Keeping Children Safe in Education 2021
- Behaviour and Discipline in schools 2020
- Promoting and supporting mental health and wellbeing in schools and colleges September 2021
- Preventing and Tackling Bullying 2018
- Sexual Violence and Sexual Harassment between children in schools September 2021

2.What is RSE?

We define 'relationships and sex education' as learning about physical, moral and emotional development that students need in order to understand their own and others sexuality. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

3.RSE a Whole School Approach

A whole school approach will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE, in particular:

- 3.1 The Strategic Leadership Team (SLT) will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resources. The Designated Safeguarding Lead will keep the SLT up to date on with the changes and implementation of RSE. They will ensure it is taught across the curriculum and will liaise with the staff that have responsibility for its co-ordination and implementation.

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Reviewer: Designated Safeguarding Lead/Head of PDC

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3.2 The designated RSE co-ordinators (Head of PDC) and Head of Year 13 will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation. They will also have an audit of where we are delivering RSE across the school.

3.3 Teaching Staff are involved in the school's RSE provision. Form Tutors teach RSE through the Personal Development and Citizenship programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher may be approached by a student who experiences a difficulty regarding sex or relationship issues.

Teachers who are approached by students in this way must consult with the appropriate school office before undertaking any work of this sort. Such situations need to be handled carefully. If it is deemed appropriate for them to continue, then they can be aided in the work by provision of resources, background information, support and advice from experienced members of staff and have access to appropriate training.

3.4 Support Staff may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral support role with students. They will be supported in their pastoral role through training and Inset. Learning Support Officers will play a critical role in ensuring that SEND students are able to access the curriculum and can answer questions to clarify their understanding.

3.5 Governors have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at governors' meetings.

3.6 Parents/Carers have a legal right to view this policy and to have information about the school's RSE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish up to the third term before their 16th birthday. However, they do not have permission to withdraw children from the Relationship part of the curriculum. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will include information/education workshops for parents/carers and their children.

3.7 The School Nurse plays a key role in RSE both in terms of input into lessons and provision of pastoral support for students. The school will work in ongoing consultation and partnership with the school nurse.

3.8 Our Pastoral Support Worker offers support to students in school and individual appointments can be made to discuss relationships. These relationships can refer to family, friends and partners.

3.9 Outside Agencies and Speakers are involved in some RSE lessons where experienced input is required. School will work in partnership with them and help to plan the sessions they deliver. The school will only work with agencies and speakers who are appropriate to student needs. The school will also promote relevant agencies that students can access.

3.10 Students have an entitlement to RSE appropriate to their ages and circumstances and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision. This will include self-evaluation and reflection questionnaires.

4.How RSE will be taught

RSE will be taught predominantly in PDC lessons delivered by a student's form tutor. The planning of these lessons will be coordinated by the Head of PDC and the resources created are age appropriate to meet the differing needs of the three Key Stages. The teaching of RSE will also take place in science and ICT lessons. Heads of School will also deliver RSE through the assembly program and this is calendared for the year. The school also make effective use of external expertise to deliver more complex RSE topics this includes drop-down days. All external providers used are evaluated fully to ensure the program meets the needs of our students and statutory guidance. The schools Behaviour Policy and its implementation has been created to specifically promote positive and healthy relationships between students, and sanctions are applied where relationships become unhealthy or discriminatory. Below is a list of the topics taught for each Key Stage.

The learning will take many forms with a wide range of teaching methods used that enable students to actively participate in their own learning. This includes the use of quizzes, drama groups, case studies, research, role play, videos, small group discussion and use of appropriate guest speakers. Where it is regarded as particularly beneficial students are divided into single gender groups for a part of a lesson or whole lesson. There will be occasions when the timetable will be suspended for the day to accommodate certain aspects of the programme.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

4.1 By the end of Key Stage 3 Pupils will be able to:

- Manage changing relationships
- Recognise risk of personal safety and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own.
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop empathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stage of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively
- Know the law relating to sexual behaviour of young people including sexting
- How it feels to be different and be discriminated against
- Understand Issues such as the costs of early sexual activity
- Be aware of unacceptability of prejudice and homophobic bullying
- Know what rights and responsibilities mean in relationships
- Recognise how good relationships can promote mental wellbeing

- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.

4.2 By the end of Key Stage 4 Pupils will be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about the pattern of their lifestyle which promote wellbeing
- Have the confidence to assert themselves and challenge offending behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work co-operatively with a range of people who are different from themselves
- Recognise attributes of positive and negative relationships:
- How HIV and other sexually transmitted infections affect the body
- The risks of early sexual activity and the link with the use of alcohol
- The link between eating disorders and self-image and sexual identity
- How different forms of contraception work and where to get advice
- The role of statutory and voluntary organisations
- The law in relation to sexual activity for young people and adults

Students will continue to be taught RSE in Key Stage 5, although it is no longer compulsory, we believe it is important that students reflect on their own relationships and understand clearly what a healthy relationship is.

4.3 How will students be assessed?

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement and informs the development of the programme. Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and set personal goals and agree strategies to reach them. This process of reflective assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways. We will assess pupil's learning through; in class question and answer discussion, group work, peer assessment, self-assessment and marking.

5.How are the viewpoints of staff, students and parents considered?

Nearly all staff are form tutors and thus deliver the RSE program in PDC. There will be an opportunity for form tutor feedback via the tutor meetings which are held six times per year. This will always be a standing item in tutor meetings for all Key Stages. This is then escalated to the Pastoral Leadership Team who meet weekly and a holistic and coordinated approach to the delivery of RSE is discussed.

Consultation with pupils takes place both formally and informally. Formally student's complete evaluations which are reviewed by the Strategic Team, The Head of PDC and The Student Voice Coordinator. Learning

Walks by the Head of Business and Enterprise and Head of PDC are conducted across all three key stages and during these learning walks informal discussions take place. Any issues are acted upon in a timely manner. The Head of PDC works closely with the Head of Science and The Heads of School to ensure the programme is meeting the needs of our students. Informally there is an open dialogue between staff and students. There is also use of plenary activities to evaluate lessons.

Parents are kept informed of our RSE teaching in many ways. On our school website and in our school prospectuses there is a detailed breakdown of what each subject teaches. This includes PDC, Science and ICT. In addition, each school office holds Introductory Welcome Meetings at the start of the academic year. During these meetings parents are made aware of the PDC program. Usually, we also have outside speakers coming into school to deliver RSE support to parents and this has been well attended. This policy is also displayed on the school website.

6. Parental/carers concerns and withdrawal of students

Parents/Carers have a legal right to view this policy and to have information about the school's RSE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish up to the third term before their 16th birthday. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide sex education during one of those terms. However, they do not have permission to withdraw children from the Relationship part of the curriculum. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will include information/education workshops for parents/carers and their children.

The school will work in active partnership with parents/carers, value their views and keep them informed about RSE provision. If a parent/carer has any concerns about the RSE provision time will be taken to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child the school will explore with them possible alternative provision.

7.Pastoral Support for Students Who Experience Difficulties

The nature of support available to students

The school takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial/pastoral system. They offer a listening ear and, where appropriate, information and advice. Where appropriate, students are referred to the school nurse and/or outside helping agencies. The Pastoral Support Worker works closely with members of staff and outside agencies in order to support students. The school will keep up-to-date with the development of local services and national help lines and promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

8.Confidentiality and Informing Parents/Carers

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made. In all cases staff should approach the appropriate Head of School. For their own protection staff must use the support of the school offices. If appropriate, staff might inform the third party together with the

student. Unless clearly inappropriate, such as potential child abuse cases, students will always be encouraged to talk to their parent/carer.

Dealing with Bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with the schools Anti-Bullying Policy 2018 and Behaviour Policy 2018. Staff will challenge and deal sensitively with any evidence of bullying. Students will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and given feedback to students who complain of bullying. The RSE and PDC programmes will consider bullying and aim to discourage bullying especially that based on sexism, homophobia, appearance and other sex/relationship issues.

10. Dissemination of the Policy

The policy will be presented to the Governing Body. A copy is available on the school's website so all parents/carers have access to it. The policy is also contained in the purple school policies files in all faculties and the staff room.