



## **Relationships and Sex Education Policy**

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A **Beyond** ACADEMY  
SCHOOLS TRUST

## **Contents**

Context

Aims

Definition

Curriculum

Delivery of RSE

Use of external organisations and Resources

Roles and responsibilities

Parents' right to withdraw

Training

Monitoring arrangements

Appendix 1: Curriculum map

Appendix 2: By the end of secondary school pupils should know

Appendix 3: Parent form: withdrawal from sex education within RSE



## Context

In accordance with the directions laid down by the DfE, The Thomas Aveling School believes that all students should be offered the opportunity of receiving a comprehensive well-planned program of relationship and sex education during their school careers. As a caring establishment, we are concerned with the education of the whole child. As well as academic success, we have a duty to all our students to equip them for the opportunities, responsibilities and experiences of adult life

This policy has been developed in consultation with staff, pupils and parents/carers.

At The Thomas Aveling School we teach RSE as set out in this policy.

## 1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and 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
- Support students to be safe, happy, and be prepared for a fulfilling life during and beyond school.
- Offer accurate information and dispel myths.
- develop the capacity of our students to make sound decisions when facing risk, challenges and difficult situations.
- enable our students to know how and when to ask for help, and where to access support.
- Support our school values of Resilience, Ambition, Respect, Creativity and Pride.
- make informed decisions in intimate relationships
- make informed decisions to combat exploitation or peer pressure
- understand the importance of the term consent and being safe
- appreciate the value of family life and the responsibilities of parenthood
- Respect themselves, friendships and others regardless of sexual orientation
- understand that both sexes must behave responsibly in sexual matters
- be aware of the emotional and moral implications and risks of certain types of behaviour
- be aware of the implications and risks of online media traffic on relationships
- receive information about contraception
- receive information about sexual health (transmitted diseases and safe sex)
- use the correct vocabulary to describe the students themselves and their bodies
- be aware of places / people to whom they can go for appropriate help

## 2. Definition

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.



It is not about the promotion of sexual activity. Please see Appendix 1 and 2 for expectations of the curriculum and the plan for delivery.

### **3. Curriculum**

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

### **4. Delivery of RSE**

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

For more information about our PSHE curriculum, see Appendices 1 and 2.

RSE is resourced and delivered through a spiral curriculum model appropriate to the age and stage of the student. This is delivered in Personal, Social and Health Education (PSHE) lessons following a planned syllabus. A full range of strategies is employed to deliver the RSE programme. The schemes of learning are reviewed regularly by the PSHE team using evaluation strategies such as student feedback and lesson observation feedback.

The delivery is by a team of committed teachers supported by relevant staff development, with input from outside agencies and health professionals. All students will study human reproduction as part of their Science lessons. This is delivered formally by trained and experienced Science teachers, but we recognise that sex education is also a cross-curricular theme developed more fully elsewhere in the curriculum. RSE focuses on giving young people the information they need to help them develop healthy and nurturing relationships with all different people.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (single parent families, LGBT parents, families headed by grandparents, adoptive parents, 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.

#### **4.1 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
- Digital formats
- Assembly style meetings

Careful consideration is given to the topic and the individual students the topic is being shared with, to ensure the most appropriate setting is used for all students. Students requiring additional support around any RSE topic, will be identified and supported as appropriate.

#### **4.2 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



## 5. Use of external organisations and materials

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



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

## **6. Roles and responsibilities**

### **6.1 The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **6.2 The headteacher**

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 (see section 9).

### **6.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- 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, or the Subject Lead.

The responsibility for teaching RSE at The Thomas Aveling School lies with the PSHE team led by Ms Dent-Cowan

### **6.4 Pupils**

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

## **7. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory 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 put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

The headteacher or delegated representative will discuss the request with parents and take appropriate action. This will include removal from those lessons and placement with an



alternative teacher, often their form tutor, with alternative work provided for the duration of the lessons taught. There is no right to withdraw from Relationships Education or Health Education.

## **8. Training**

Staff will be trained on the delivery of RSE where appropriate or as part teacher feedback on upcoming topics

The headteacher, and RSE lead, where appropriate, will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **9. Monitoring arrangements**

### **9.1 Delivery**

The delivery of RSE is monitored by The Subject Lead and Senior Leaders through:

- Developmental Drop Ins (observations)
- Learning walks/MBWA's
- Feedback from students

Pupils' development in RSE is monitored by class teachers as part of our personal reflection at the end of each topic.

### **9.2 Evaluation**

The policy and its implementation will be subject to regular review by the governing body and senior management in consultation with staff and students.

Parents will be made aware of their right to withdraw their children from all, or part of the RSE program, other than that specified in the Science Curriculum.

At present our program of RSE complements and supports the role of parents who have the prime responsibility for bringing up their children

