



**Relationship and Sex Education Policy**

**March 2020**

**To be reviewed March 2022**

## **Relationship and Sex Education**

Relationship and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

## **Philosophy**

At Cleeve Meadow we believe that Relationship and Sex Education should contribute to the spiritual, moral, social, mental and physical development of students and help to prepare them for the responsibilities and experiences of adult life.

RSE is part of lifelong learning and we hope that with a solid foundation our students will develop the skills and confidence to enable positive discussion/ awareness about sex and relationships as they get older.

In line with our school values of Respect, Empowerment, Aspiration, Creativity and Happiness we believe that our students have the right to learn and grow in a world free from discrimination. As an inclusive school, we celebrate the differences that our community shares. We are proud to celebrate, race, religion, culture, physical and learning differences and the LGBT+ community.

As part of LGBT+ history month, our children will be learning about important equality developments within our lifetime and significant role models from the LGBT+ community. It is our belief that these discussions enable children not only to be accepting of the differences people have but also empower them to embrace a world free from discrimination.

## **Aims**

We aim to ensure that all pupils:

- Develop confidence in talking, listening and thinking and understanding about their own bodies, feelings and relationships
- Can take care of themselves and can ask for help and support if necessary

## **Objectives**

Through the National Curriculum for Science we ensure that students are taught:

- That humans and animals can produce offspring and these grow into adults

## **Relationship and Sex Education (RSE) for the 21st century**

*This supplementary guidance has been developed by the PHSE Association and our partners Brook and the Sex Education Forum. It is designed to be used alongside existing statutory Department for Education guidance for schools dating back to 2000.*

*This guidance has been produced to help teachers and schools to provide good Relationship and Sex Education (RSE); to offer additional support on new issues not included within existing guidance; and to provide advice which reflects updated legislation, including the Equality Act 2010. This includes emerging issues not included within existing statutory guidance, including online pornography, 'sexting' and staying safe online. All schools must provide a balanced and broadly-based curriculum which:*

- *promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and*
- *prepares students at the school for the opportunities, responsibilities and experiences of later life*

**Education Act 2002/Academies Act 2010**

Mainstream schools and special schools have a duty to ensure that students with special educational needs and learning difficulties are properly included in RSE. RSE should help all students understand their physical and emotional development and enable them to make positive decisions in their lives.

Some parents and carers of children with special educational needs may find it difficult to accept their children's developing sexuality. We recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. The school is willing to provide advice and support for parents and carers as necessary. Our school website and prospectus outlines our policy on RSE and parents and carers are reassured that all questions of a sexual nature would be answered tactfully and in a manner appropriate to their young people.

Parents and carers have a right to withdraw their children (until the age of 19) from any school RSE taught outside the Science Curriculum. (see appendix 1)

Sex education is compulsory as part of the statutory Science Curriculum and it is important that students with special educational needs are not withdrawn from health education. Some students will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These students will need to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable.

Schools should ensure that all students with special needs receive Relationship and Sex Education. Teachers and staff may find that they have to be more explicit and plan work in different ways in order to meet the individual needs of students with special educational needs or learning difficulties

All staff should follow the school's RSE policy when working with students with special educational needs and learning difficulties.

## **Responsibilities**

### **1. The role of the Head teacher is to:**

- 1.1 Ensure the staff, parents and governors are informed about this RSE policy through school websites etc
- 1.2 Ensure that the policy is implemented effectively
- 1.3 Identify a named member of staff and governor with responsibility for sex and relationships education
- 1.4 Liaise with external agencies regarding the RSE programme
- 1.5 Monitor the policy on a regular basis and report to governors, when requested on the effectiveness of the policy
- 1.6 Inform parents and carers about the school's RSE policy and answer any questions parents and carers may have about the RSE their child receives in school and be able to refer parents and carers to the appropriate health professional if necessary.

### **2. The role of the Governing body is to:**

- 2.1 Designate a governor with specific responsibility for RSE to oversee as a whole.
- 2.2 Ensure that the school is consulting with parents about the RSE policy.
- 2.3 Liaise with the Local Authority, Bexley CCG (NHS), school nurses and external agencies so that the school's policy is in line with the best advice available.

### **3. Role of the Personal Social Health and Economic Subject leader**

The Leadership Team share responsibility for the management of RSE and take a leading role in the organisation of whole school and year group events. The PHSE subject Leader ensures up to date resources are available and that staff have the opportunity to attend relevant training courses.

#### **The role of all staff is to:**

- 3.1 To follow and implement the PSHE scheme of work and to take note of National Curriculum for science and RSE guidance
- 3.2 To identify and address children's educational needs relating to the RSE policy
- 3.3 To plan, deliver and assess RSE curriculum coverage
- 3.4 To liaise with the PHSE subject leader, parents and carers, school nurses and external agencies, where appropriate
- 3.5 Inform parents and carers about the best practice known with regards to RSE, so that the parents and carers can support the key messages being given to students at school
- 3.6 To enable the students to mature with confidence and understand the changes which happen to their bodies throughout puberty and beyond
- 3.7 Liaise with external agencies regarding the school RSE
- 3.8 To facilitate access to Oxleas NHS Trust "Friends and more" programme for students aged 18 and above.

#### **4 The role of the parent or carer is to:**

- 4.1 To enable their children to mature with confidence and understand the changes which happen to their bodies throughout puberty and beyond
- 4.2 To be aware of the RSE policy and discuss concerns with staff
- 4.3 To be aware of the framework for teaching RSE
- 4.4 To support the key messages being delivered through the curriculum

*Our school is well aware that the role in pupil's Relationship and Sex Education lies with parents and carers. We wish to build a positive and supportive relationship with the parents and carers of our students through mutual understanding, trust and co-operation.*

#### **5 The role of the students is to:**

- 5.1 Behave in such a way as to help provide safe and open environment to facilitate discussion
- 5.2 Act with respect and sensitivity to discussions and others' questions
- 5.3 Contribute to class discussion if comfortable to do so and evaluate lessons with regard to meeting their own needs

#### **Organisation and Methodology**

At Cleeve Meadow School, RSE is taught through the National Curriculum for Science and is part of the school's wider curriculum for Personal, Social, Health, Citizenship and Economic Education (PHSE). The programme is tailored to the age and physical and emotional maturity of the pupils.

RSE is taught in a variety of ways including through:

- The National Curriculum for Science
- Links with other subjects, particularly RE and English (speaking and listening)
- Reflection time, group discussions
- Active involvement in projects or curriculum based events e.g. Healthy Living Week
- Providing opportunities for students to interact and listen to visiting speakers and to ask relevant questions
- E-Safety lessons

#### **Equal Opportunities**

We use Relationship and Sex Education to actively promote equal opportunities for all. Please refer to our Equal Opportunities Policy for further details.

#### **Safeguarding**

*Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including: pupils' health and safety, the use of reasonable force, meeting the needs of students with medical*

*conditions, providing first aid, educational visits, intimate care, internet or e-safety, appropriate arrangements to ensure school security, taking into account the local context. Bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying, racist, disability, and homophobic or transphobic abuse, radicalisation and extremist behaviour, child sexual exploitation, sexting, substance misuse, issues that may be specific to a local area or population, for example gang activity and youth violence. Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage.*

Ofsted: Inspecting safeguarding: briefing for section 5 inspection - April 2015, No: 140143

### **Sexual Exploitation and Abuse including:**

- Female Genital Mutilation (FGM)
- Child sex abuse. For advice and support contact the designated teacher

### **E-Safety**

Our Online Safety Policy and supervised use of the Internet, ensures that students are protected from exposure to inappropriate material.

### **Resources**

Resources for RSE are contained within the resources for PHSE. We ensure that all materials used are appropriate to the age, religion, and ethnicity, cultural and emotional development of the pupils.

### **External agencies**

We work closely with external agencies on matters relating to Personal, Social and Health education; including RSE.

### **Confidentiality**

We work closely and openly with parents and carers and it would only be in very exceptional circumstances that the school would have to handle information without parental and carers knowledge. However, should a pupil make a disclosure, i.e. the school's safeguarding and child protection procedures, would be followed.

Note: This policy should be read in conjunction with the school's Equal Opportunities, Safeguarding and Child Protection, PHSE, E-Safety, Anti Bullying, Behaviour and Spiritual, Moral, Social and Cultural Policies.

### **Reflection**

Reflection is crucial for learning as it encourages students to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help students reflect on their learning by effective questioning such as:

### **Appendix 1 – Working with Parents and Carers**

Working in partnership has proven to be very effective in parent or teacher groups, parent or governor groups, parent evenings or community-based meetings. Clear aims and a planned structure for sessions with

parents will make the meeting feel safe. Although most parents want to talk to their children about RSE, they often find it difficult and embarrassing and want schools to help them by providing good RSE.

### **Can parents withdraw their children from RSE?**

Parents do not have the right to withdraw their child from the RSE element of the National Science Curriculum. Reproduction is often taught within science. Further information on sex and relationships, skills development and values clarification are provided within PHSE. Parents do have the right to withdraw their child from RSE provided within PHSE.

### **What do we say to parents who want to withdraw their child?**

The PHSE Coordinator and/or a senior manager should invite the parent to talk through any concerns and look at the materials used in and aims of RSE. This usually reassures, but if a parent does want to withdraw their child from RSE alternative arrangements will need to be made for the pupil.