



**ST. HILD'S  
CHURCH OF ENGLAND SCHOOL**

**Relationships and Sex Education Policy (RSE)**

**At St. Hild's Church of England School we aim to provide all of our pupils with a world class education in a Christian context. We expect to find God at work in our school.**

*The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

***"I have come that they may have life in all its fullness (John 10:10)"***

**1. Definition**

Relationships and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

The above definition is derived from the Department for Education document "Sex and Relationship Education Guidance" and is endorsed by the National Society for Promoting Religious Education.

RSE is also about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

## 2. Aims

The aims of Relationships and Sex Education (RSE) at St Hild's Church of England 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
- Inform pupils of the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships and sexuality in a Christian context
- Provide factual information about human reproduction together with a consideration of the broader emotional, ethical and moral dimensions of sexual health
- Provide pupils with a framework through which they can safely question ideas about what is regarded as a healthy and positive relationship and understand that they have choices when deciding what is appropriate for them
- Ensure our pupils have an understanding of where they can go for help when faced with difficult question/situations/decisions

At St Hild's we will specifically aim to:

- Provide a balance between knowledge, information and guidance to enable pupils to make positive life choices
- Provide teaching on the value of marriage, family life and the importance of maintaining stable and loving relationships.
- Ensure that the pupils know who to access for help and support
- Develop and awareness of human sexuality
- Develop understanding of the arguments for delayed sexual activity
- Develop understanding of the reasons for having protected sexual intercourse and to consider the implications of sexually transmitted diseases and infections
- Develop critical thinking amongst pupils as a part of their awareness of decision making
- Promote the learning of the importance of values, individual conscience and moral choices
- Explore with pupils and encourage understanding and appreciation of moral dilemmas
- Develop pupils skills to manage emotions and relationships confidently and sensitively
- Empower pupils with skills to be able to avoid inappropriate pressures or advances

- Develop an understanding of physical development, human sexuality, reproduction, sexual health, emotions and relationships
- Actively promote anti-bullying strategies that aim to prevent inappropriate language, behaviour or comments about others based on sexuality/gender and choices of individual pupils (see Anti-bullying Policy on website or ask for a hard copy by contacting the school office)

### **3. Statutory requirements**

Under section 3.6 of the National Curriculum (1996), RSE is compulsory from Year 7 onwards.

“Secondary schools must have regard to guidance issued by the secretary of state as outlined in the latest guidance on how Schools should teach 21<sup>st</sup> Century relationships and sex education <http://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf> (amendments to the Children and Social Work Bill 1<sup>st</sup> March 2017 is also considered in the development of this policy) will fill in once latest” guidelines are formally released.

At St Hild’s Church of England School we aim to teach RSE as set out in this policy. The RSE curriculum in PSHE has been developed by the Year Leaders: statutory Sex Education is taught in RE and Science and has been developed by the respective subject leads in consultation with DFE guidance. The staff involved in teaching the materials should determine the suitability of sensitive materials and adapt them to meet the needs of individual classes for example resources may be adapted for nurture groups; pupils being taught PSHE in our Bridge provision or pupils being taught in our alternative provision to ensure that pupils are receiving the best RSE education possible. It is essential that the main focus i.e. the Knowledge, Skills and Understanding (KSU) is considered before adapting lessons to ensure that the learning fits in with the wider remit of RSE.

### **4. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – The previous PSHE Coordinator gathered relevant information including national and PSHE Association guidance in preparation for the production of the RSE Policy
2. Staff consultation – Key staff were given the opportunity to peruse the intended RSE curriculum and make recommendations; all staff were made aware of the RSE curriculum and given an opportunity to feedback their views.
3. Parent/stakeholder consultation – was carried out via email to a selection of parents based on an outline of the curriculum intended to be taught at St Hild’s. They were invited to give their comments on said curriculum and its appropriateness for this school
4. Pupil consultation – we investigated what pupils felt about the new RSE curriculum through student consultation with the Junior Leadership Team and

also through the Student Council representatives to ascertain whether the curriculum was responsive to their needs

5. The RSE Policy is developed in line with government guidelines and other appropriate RSE related directives such as:

Research briefings regarding RSE,  
(<http://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf>),  
seeks to bring RSE in line with the 21<sup>st</sup> Century needs of pupils

DfE Sex and Relationship Guidance (July 2000)

DfE Keeping Children Safe in Education (statutory guidance for schools and colleges September 2016)

Children and Social Work Act 2017 (Chapter 4 Relationships, Sex and PSHE Education; 34 Education relating to relationships and sex)

Multi-agency Statutory Guidance on Female Genital Mutilation (FGM)

Hays Online safeguarding training including training on PREVENT

Ofsted guidance on PSHE curriculum (2013)

Home Office guidance 'Disrespect NOBody' campaign

PSHE Association Guidance

Children Act 1989

Human Rights Act 1998.

6. The RSE policy should be read in conjunction with the following policies at St Hild's:

Safeguarding Children and Child Protection Policy

Drugs Policy

Anti-Bullying Policy

E-safety Policy

Religious Education Policy

Confidential Reporting Policy and Procedure

Complaints Policy

7. Ratification – once amendments were made, the policy was shared with governors and ratified

## 5. Delivery of RSE

The PSHE Lead, in partnership with Academic Leaders, have the responsibility for coordinating and overseeing RSE at St Hild's Church of England School. RSE is formally taught through the (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and ethical aspects are included in Religious Education (RE).

Certain aspects of RSE are delivered through external provision by specialists who should uphold St Hild's ethos of 'providing world class education in a Christian context' and who are bound by and therefore should refer to all, relevant policies highlighted in the production of the RSE policy.

Through the PSHE curriculum across the Key Stages, pupils will be supported to develop the following skills in RSE:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life and wider strong, healthy and positive relationships.

### **Organisation and content to be delivered through the RSE curriculum:**

RSE topics in PSHE may consider questions or issues that some pupils may find sensitive hence before beginning the formal learning staff will establish ground rules prohibiting inappropriate personal information being requested or disclosed by those taking part in lessons.

Members of staff teaching PSHE based RSE will aim to answer questions in an honest and appropriate manner however they should not:

- Provide personal advice or counselling on sexual matters including contraception and sexuality to any pupil
- Provide relationship and sex education to pupils who have through parental request been withdrawn from the RSE curriculum other than that which is required by the National Curriculum
- Provide personal contraceptive advice to pupils under the age of 16 for whom sexual intercourse is illegal, unless written parental permission has been expressly provided for such advice to specifically be given in exceptional circumstances
- Offer personal preference as to any particular lifestyle or sexuality choices

In accordance with the above guidelines members of staff can provide pupils with education and information about where and from whom they can receive confidential sexual advice

and treatment. St Hild's Church of England School does not consider this to be tantamount to giving individual sexual advice but rather that it raises the awareness of pupils regarding where advice, treatment and counselling can be lawfully obtained. Through RSE pupils will be reminded that they have access to confidential appointments with the school nurse at St Hild's.

Through RSE in the context of PSHE Key Stage 3 (Years 7/8) pupils will focus on understanding the changes that take place during puberty including emotional changes. They will focus on what is considered appropriate language when discussing someone's personal sexual orientation and why it is essential to have respect for our fellow human beings. They will also focus on the importance of risk taking behaviour, risk taking and the law. Following such education pupils should be able to identify risk taking and inappropriate behaviour and know who to contact if they have concerns. They should also be able to use appropriate language when discussing sexual preference and personal choices in that context.

Through RSE in the context of PSHE Key Stage 4 (Years 9to11) pupils will focus on the importance of forming appropriate relationships and themes such as consequences of sexual offences in the context of the Sexual Offences Act 2003 and the moral implications of their own actions. Following such education pupils should be able to identify risk taking and inappropriate behaviour and know who to contact if they have concerns. In these context pupils will also be made aware of different types of contraception and how this can prevent pregnancy and the development of sexually transmitted diseases. They will also focus on what is considered appropriate language when discussing someone's personal sexual orientation and why it is essential to have respect for our fellow human beings. By the end of the RSE programme of learning pupils should be able to identify several sexually transmitted diseases and infections and be able to recognise the symptoms and how to prevent transmission. Pupils will also focus on love and relationships, how they change, how to negotiate in a relationship and how to access sexual health services.

In the event that a member of staff considers that a pupil has been exposed to risk, harm or abuse whether that be mental, moral or physical or that a criminal act may have or is believed to be occurring, the member of staff must immediately follow the safeguarding protocol at St Hild's (see Safeguarding Policy on our website). The Headteacher as Safeguarding lead should be informed immediately. In the event that the Headteacher is unavailable then the deputy designated lead and then relevant Year Leader should be informed as well as follow all relevant safeguarding protocols.

## **6. Roles and responsibilities**

### **6.1 The Governing Body**

The Governing Body will approve the RSE policy and hold the Headteacher is responsible for school wide 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/non-science] components of RSE taught in PSHE (see section 7).

### **6.3 Staff**

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/non-science] 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 their Year Leader and Headteacher who will endeavour to provide any relevant support and/or training where required to enable them to teach the curriculum successfully.

### **6.4 Pupils**

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

Any inappropriate behaviour for learning which prevents the RSE curriculum from being delivered in a successful manner will be dealt with in accordance with St Hild's Discipline and Behaviour Policy available on the school website or in staff shared area.

Any serious incidents which incite hatred or harm whether actual physical or mental should be immediately directed to the Headteacher and to the Safeguarding lead.

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

St Hild's Church of England School recognises that some parents/carers prefer to take responsibility for some aspects of this element of education and therefore have the right to withdraw their children from part of the PSHE based RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of the withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action.

Should pupils disagree with their parents/guardians decision to withdraw them from the RSE curriculum the pupil can challenge the decision pursuant to the Children Act 1989 and/or under the Human Rights Act 1998. In the event that a pupil decides on this course of action they should seek separate independent legal advice and this is an area outside the remit of this policy.

## **8. Training**

It is the responsibility of the Headteacher, in consultation with the PSHE Coordinator, to ensure that sufficient training and development opportunities are provided for staff teaching RSE.

The Headteacher, in consultation with the PSHE Coordinator, 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

The delivery of RSE is monitored by the PSHE Coordinator through:

- Learning walks with feedback to individual teachers as deemed necessary
- Reviewing samples of pupil work through book scrutiny in accordance with School procedures
- Staff providing feedback on RSE lessons
- Feedback from Year Leaders from book scrutiny and tutor team meetings
- Ensuring that opportunities for discussion on PSHE and RSE are provided on Personal Development days and similarly during staff meetings where appropriate

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems, some key methods will be:

- Pupil self-assessment whereby pupils reflect on their learning and set their own targets for developing said learning - this encourages pupils to take responsibility for their own development
- Peer assessment provide pupils with feedback in group/paired work and allow the pupils to develop the skills of communications and reflection
- Staff assessment will primarily be formative in nature e.g. listening to group discussions, reviewing written work, providing feedback on role-plays or discussions and where appropriate marking and providing feedback on end of unit tasks/quizzes or tests

This policy will be reviewed annually by the PSHE Coordinator in line with the latest government guidelines, an evaluation of teaching and learning activities, pupil/staff feedback and evaluation of any staff training and external provision.

Should any pupil, parent/carer, member of staff or any third party have any concerns regarding the delivery, content or nature of any aspect of the RSE curriculum, that person is encouraged to contact the Headteacher in writing. The Headteacher will act upon any such correspondence and refer it to the Governing Body as appropriate. A copy of the Complaints Policy is available on the school website, a hard copy can be requested through contacting the school reception.

The Governors will formally review the policy **annually**.

Signed.....Headteacher	<b>Next Review Date: December 2022</b>
Signed.....Chair of Governors	

Revision Date	Version	Status-Annual
Policy re written in light of new legislation(previously known as Sex and relationship Education)	31.4	Approved at Full Governors on 4 <sup>th</sup> Dec 17
November 18	31.5	Approved at Full Governors 26 <sup>th</sup> Nov 2018
December 2020	31.6	Approved at IEB December 2020