



Relationships, Sex and Health education policy

Signed – Governor

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Print Name

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1. RELATIONSHIP AND SEX EDUCATION POLICY (RSE) AND THE SCHOOL'S MISSION STATEMENT.

The school's mission statement makes clear the purpose and intent of the school to promote the well-being of all individuals that make up that community.

- By striving to achieve excellence in everyone regardless of ethnicity, social class, gender, faith and ability.
- By promoting a sense of personal value, mutual respect, and self-responsibility in a challenging and dynamic world.
- By seeking to grow strong partnerships with the families of those entrusted to our care and our partners for justice.
- By cultivating an awareness of the need to always give of one's best and to aspire to live a fulfilling life.

2. AIMS AND OBJECTIVES

The aims of the School RSE programme and policy are:

- To relate British Values to the students.
- To facilitate a whole school approach to Relationship and Sex Education.
- To impart necessary information.
- To develop the students' problem-solving and decision-making skills.
- To provide opportunities to clarify values and attitudes that surround personal relationships and family life.
- To prepare the students for adult life

More specifically the programme intends to:

- Promote responsible behaviour.
- Promote positive self-image and esteem and the valuing of others.
- Create a positive and secure environment for open discussion and constructive critical thinking.
- Offer opportunities to share and explore feelings, values and attitudes.
- Develop skills for future carers and parents.

3. RATIONALE

Students at Batchwood are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Our aim is to ensure that in this environment, students need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. In England, from September 2020, it was made compulsory for secondary schools to teach Relationships and Sex Education (RSE).

At Batchwood we are always seeking to ensure that our students are well prepared and therefore we have already implemented the guidance so that we are fully compliant and so that our students are ready for a 21st century world. The topics covered within the RSE curriculum are wide-ranging and at times there may be understandable and legitimate areas of contention. This policy is designed to outline the purpose and content of RSE, whilst ensuring that all the compulsory subject content is age and developmentally appropriate.

We aim to teach RSE sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents. We aim to provide students with the knowledge they need of the law and the legal implications of their actions. Teaching will build on the knowledge acquired in the younger years and develop further student understanding with an increased focus on risk areas such as intimate relationships and sex. Our belief at Batchwood is that mental wellbeing is central to a student's success and will enable students to build positive relationships. We know that students are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely.

The RSE curriculum will give them the knowledge and capability to take care of themselves and receive support if problems arise. RSE is taught in a wider context of helping to foster students' wellbeing, develop resilience and character, that we know are fundamental to students being happy, successful, and productive members of society.

Central to this is students' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

We promote positive personal attributes including a sense of personal value, kindness, integrity, generosity, and mutual respect. This is all part of our recipe for success. Under the provisions of the Equality Act, Batchwood will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation and the delivery of RSE will reflect this. At Batchwood we may make reasonable adjustments to alleviate disadvantage and when planning and delivering the RSE curriculum, we take account of the SEND Code of Practice and Keeping children safe in education 2024

4. KNOWLEDGE

Research has shown that greater level of RSE (both in school and at home) leads to more responsible behaviour and a reduced likelihood of early sexual activity and risk of psychological and physical harm.

5. LEGISLATION ABOUT SEX AND RELATIONSHIPS EDUCATION (statutory requirements)

All students at Batchwood school receive a programme of RSE. The school wishes to encourage parents/carers to speak with their children about what they are studying and debating in school and would welcome constructive feedback from parents.

The school is obliged, by law, to have a policy statement about RSE which is the responsibility of the Governing Board.

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE. Parents must state their request in writing to the Mr Whitaker (Headteacher). Parents will then be invited into school to discuss the request to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child, e.g. the emotional and social effects of being excluded as well as the likelihood of the student hearing their peers' version of what was learned in the class rather than what was delivered by the teacher. Unless there are exceptional circumstances, Batchwood will respect the parents' request to withdraw their child. It is important to note that anything covered within the National Curriculum for Science, such as reproductive health is not considered sex education and this cannot be withdrawn from.

Requests from parents must be made annually for consideration. However, three terms before the student turns 16 years old they are legally able to make their own decision as to whether they receive sex education. The school will make arrangements to provide the student with sex education during one of those terms and a parental request of withdrawal will not be granted. There is no right to withdraw from relationship education.

6. QUALITY ASSURANCE AND DELIVERY OF RSE

RSE is taught to all year groups [7-11] through the dedicated PD curriculum slot [one timetabled lesson per week]. This is supplemented by drop down days for different year groups at various points throughout the year [we adopt a flexible approach to drop down days to ensure we meet the needs of students].

We provide RSE and PD education through a spiral curriculum that gradually expands and enriches key concepts, increases knowledge, deepens understanding, rehearses

and develops key skills through a thematic approach. Tutor time activities, assemblies and whole school events often compliment the RSE and PD curriculum to ensure we offer a rich and holistic approach to RSE/PD.

RSE and PD lessons are delivered by the form tutors or other members of the staff team. Some elements of the RSE curriculum are delivered/supported by external agencies. Visitors to the classroom enrich the RSE and PD education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned development programme and the teacher is always present to manage the learning.

The teaching of RSE will inevitably involve covering various complex issues. Teachers and tutors should not give contraceptive advice to a student pertaining to the individual's personal situation. Teachers and tutors should, in these cases, refer the student to an appropriate professional. If tutors do not feel comfortable with questions that arise out of the issues pertaining to RSE, they should seek help from the PD lead or Pastoral Hub, to answer difficult questions immediately.

Visitors are used as resources to enable learning and are not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit. It is the responsibility of the form tutor to adapt and differentiate the lesson resources to ensure that all students can access the content. This includes determining the age appropriate understanding of the class and adapting accordingly. All resources have been developed with SEN needs in mind and have been carefully created and vetted to best support our students.

For all aspects of the statutory RSE content see:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary#:~:text=Pupils%20should%20be%20taught%20the,them%20and%20their%20developing%20sexuality.>

<https://educationhub.blog.gov.uk/2023/03/10/what-do-children-and-young-people-learn-in-relationship-sex-and-health-education/>

The following topics fall under Sex Education, which parents can withdraw their child from learning:

- Intimate and Sexual Relationships
- Sexually Transmitted Infections

All other subjects fall under either Health or Relationships Education and therefore students cannot be withdrawn from these lessons.

Confidentiality within the classroom cannot always be guaranteed and on occasions it may be necessary for information to be brought to the attention of the relevant senior member of staff and, if appropriate, to the parents of the students.

Classroom ground rules are set for staff and students to enable all to feel secure. These rules do not allow inappropriate personal questions to be asked and emphasise the right to be listened to with respect. No student will be asked to do or say anything they do not feel comfortable about. Many issues covered in PD and RSE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff.

All staff at Batchwood school receive safeguarding training.

The quality of RSE education at Batchwood is monitored through our Quality Assurance cycle. This consists of regular pupil voice and learning walks by the Personal Development (PD) Lead and Senior Leadership Team. The PD Lead is responsible for the organisation and delivery of staff training. This is delivered through staff inset, sharing of good practice and distribution of literature and resources. This is supported by the use of Brooks Online CPD for RSE and on occasion external agencies may be requested to deliver staff training on specific subjects.

7. MONITORING AND EVALUATION

The school will be robust in monitoring and evaluating RSE, as it is with all other aspects of the curriculum. Monitoring strategies will include:

- Regular updating of relevant schemes of work.
- Lesson observations of RSE lessons.
- Scrutiny of work.
- Discussion with students.
- Discussion with teachers.
- Checking appropriateness of materials/resources.
- Ensuring adequate staff development for RSE.
- Discussion with parents/carers.
- Observing work of outside agencies/speakers.
- Monitoring governmental updates on the statutory requirements and updating any resources where relevant.

Each year the teaching and learning of RSE will be evaluated by teachers delivering aspects of the programme (particularly religious education, chaplaincy, science and PSHE teachers) students, parents, and the LEA (Local Education Authority) link adviser. Improvements will be incorporated into the new RSE programme for the following year.

8. SUMMARY

The RSE programme is placed in the context of, and supported by, the ethos and vision for Batchwood School. Our programme hopes to complement the role of the parent/carer as their child develops into adulthood. This will enable students to make healthy, informed judgements and have an understanding of the biological, social, emotional, legal, religious, moral and pastoral aspects of sex, sexuality and family life.