



Range High School

Relationship and Sex Education Policy

Person responsible for Policy: PHSE Co-ordinator; Headteacher; AL (Personal Dev)

Date of next review: SEPT 2022 - (major changes will be brought to the governors attention as, and when they occur)

RESPONSIBILITY FOR THIS POLICY HAS BEEN DELEGATED TO THE HEADTEACHER

3-YEARLY REVIEW

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1 - Aims

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

- different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

The aims above are in line with the core expectations that we promote to all students: maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be

2 - Secretary of State Foreword

Today's children and young people 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. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.

The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' 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.

This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. We have endeavoured to ensure the content is proportionate and deliverable. Whilst we are not mandating content on financial education or careers, we want to support the high quality teaching of these areas in all schools as part of a comprehensive programme, which complements the national curriculum where appropriate and meets the ambitions of the Careers Strategy. We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Taken from:

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)

3 - Statutory requirements

Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSE will become statutory in all schools from September 2020.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Range High School we have chosen to implement the teaching of RSE as set out in this policy from 2019.

Concerns

Any complaints or concerns about the SRE programme should be taken to the PHSE Co-ordinator. If the teacher cannot resolve the situation then the headteacher should be informed.

There is a complaints procedure available.

4 - 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.

RSE is not about the promotion of sexual activity.

5 - Delivery of RSE

RSE is taught within the school's personal, social and Health (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Please refer to their curriculum content for information on this.

KS3 programme of study: Pupils have fortnightly lessons where they have an in depth and age appropriate programme of study that incorporates aspects of RSE and wider topics. A full list of topics is available on request and is currently in the process of being mapped against the new Ofsted criteria. They will also have extra lessons in extended tutor that will again incorporate aspects of the RSE guidance.

KS4 programme of study: Pupils will have fortnightly lesson that will take place in tutor time. It will involve an in depth study of PSHE topics as well as aspects of the RSE guidance – this is currently being revised in preparation for the 2020 school year. They will complete some aspects this academic year. A list of topics is available on request.

Across both Key Stages, pupils will be supported with developing the following skills:

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

As well as their core programme of study, pupils will also take part in assemblies from internal staff and external agencies.

6 - Roles and responsibilities

The governing board

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

Head of PSHE and Citizenship (Mr Hughes)

It is the responsibility of Mr Hughes to provide curriculum that is to be delivered to pupils at Range High School. It is also his responsibility to make sure that all content is up to date and in line with government guidance. Mr Hughes will also oversee implementation of the curriculum and ensure it is delivered appropriately.

The Headteacher

Mike McGarry is responsible for ensuring that RSE is delivered consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section).

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 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.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

7 - Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSE.

Parents can identify when RSE is being covered. This is currently being reviewed and mapped to cover the latest guidance from the DfE. If you would like to know what topics are being covered, please request this from the head of PSHE and Citizenship.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from RSE.

RSE Guidance;

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We as a school will document this process to ensure a record is kept.

The headteacher will also discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on your child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the 18 detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Please see the DfEs guidance for more information.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should will make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is Range High School's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

8 - Training

Staff are trained and given advice on how to deliver RSE and meet with the head of PSHE during faculty meetings, on INSET Days and during CPD Twilight sessions.

The headteacher and head of development 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 head of PSHE and Citizenship through the Quality Assurance programme of learning walks, book scrutinies, lesson observation, the Student Council and student voice (pupil panels). Pupils' development in RSE is monitored by class teachers through the use of trackers and assessment. This policy will be reviewed every 3 years. At every review, the policy will be approved by the governing body.

10 – DfE Guidance Document

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