

RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

History of document: To be reviewed annually and re-approved by the Local Governing Body every three years, or sooner if deemed necessary.

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1. Introduction

Every student at St. Aidan's Church of England High school should benefit from a comprehensive and rigorous PSHE programme covering the following strands.

- Relationships and Sex Education
- Physical Health and Wellbeing
- Mental Health and Wellbeing
- Financial Literacy and Careers
- Citizenship and Political Literacy

RSE forms the statutory part of this PSHE programme.

All planned provision of RSE is mindful of:

- The Equalities Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents

2. Associated Policies

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Bullying Policy
- Equality, Diversity and Inclusion Policy
- Prevent statement

3. Theological Underpinning

RSE at St. Aidan's is underpinned by these key Bible passages:

- *"So God created humankind in his image, in the image of God he created them"*
(Genesis 2:7)
- *"I have come in order that you might have life - life in all its fullness"* (John 10:10)

At St Aidan's Church of England High School, everyone will be treated with dignity as all people are made in the image of God and are loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

We undertake to follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*.

4. Definitions

4.1. Defining Health Education

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.¹

4.2. Defining Relationship and Sex Education

Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future. Relationships and sex education (RSE) is about giving young people the information they need to make choices that will help them to form healthy and appropriate relationships of all kinds, including intimate relationships. RSE will support people throughout their lives to develop safe, fulfilling and healthy sexual relationships at the appropriate time.²

The Department for Education is clear that effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time³

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- o Families
- o Respectful relationships, including friendships
- o Online and media
- o Being safe
- o Intimate and sexual relationships, including sexual health

5. Legal positions

5.1. The right to withdrawal from sex education

Parents do have the right to excuse their children from this aspect of RSE and can do so by making concerns known and applying in writing to the headteacher. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSE will be given; an opportunity will be offered to review the intended materials and consider the impact of not receiving sex education with peers.

¹ See *Mental Health and Wellbeing: Towards a Whole School Approach* (March 2018)

² Sex Education Forum definitions 2020 (sexeducationforum.org.uk | [Working together for quality relationships and sex education](#))

³ [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian up until three terms before the child turns 16 years of age. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education, it is the 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. The school will document this process to ensure a record is kept.

6. Curriculum

6.1. Statutory requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State, as outlined in section 403 of the Education Act 1996. We also have regard to legal duties set out in:

- Sections 406 and 407 of the [Education Act 1996](#).
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At St. Aidan's CE High School, we teach RSE as set out in this policy.

6.2. Organisation

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

RSE will be delivered an identifiable part of PSHE (Personal, Social, health and Economic Education) curriculum. The RSE programme will also include relevant drop-down days and assemblies. There will be a planned programme delivered in a carefully sequenced way. Pupils with SEND will have had the content made accessible to them by the SEN Department. In addition, biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Studies (RS).

We have developed the curriculum in consultation with parents/carers, pupils and staff, and have considered 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.

The Department of Education review of effective practice is reflected in the St. Aidan's approach [appendix 2].

6.3. 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

We will make sure that any external 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 share all curriculum materials with parents and carers upon request.

6.4. Ethos

- RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community.
- RSE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships.
- RSE will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- RSE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.
- RSE will promote healthy resilient relationships set in the context of character and virtue development that sits within the school's Christian vision and values; values such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice.

7. Quality Assurance

7.1. Staff Training

All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited. St Aidan's Church of England High School RSE is taught by confident trained staff and some elements will be enriched by outside agencies (such as First Aid). It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.

7.2. Monitoring and evaluation

As part of the PHSE curriculum, RSE will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil surveys, curriculum reviews, learning walks, work scrutiny etc.

8. Roles and Responsibilities

8.1. The Governing Body

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

8.2. The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE.

8.3. Director of Learning Health and Wellbeing

PSHE is part of the Health and Wellbeing Faculty under the leadership of the Director of Learning.

The Director of Learning is responsible for ensuring the RSE curriculum is robust and implemented in line with this policy.

8.4. Staff

Staff are responsible for:

- o Delivering RSE in a sensitive way
- o Modelling positive attitudes to RSE

- o Monitoring progress
- o Responding to the needs of individual pupils
- o Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the components of RSE, under direction of the headteacher.

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.
































9. Policy Review

This policy has been produced by consultation with the Church of England Education office, the St. Aidan's Governor Welfare Committee, and the St. Aidan's Curriculum Committee. It has been produced in consultation with parents and will be reviewed in consultation with parents. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

ASSOCIATED POLICIES

- Safeguarding policies
- Anti-Bullying policy
- Equality, Diversity and Inclusion Policy
- Prevent statement

APPENDIX 1 – Curriculum implementation guide

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7	 Transition and safety My New School	Careers 	 Diversity Friendship & bullying		 Healthy Living Living Well Science curriculum: puberty	 Study skills  Desert Island Living CITIZENSHIP curriculum	
Year 8	 Substance use Drugs, smoking & alcohol	Careers 	 Relationships Identity, consent & relationships		 Study skills	 E-safety & Digital citizenship Online safety inc. grooming and sexting	
Year 9	 British Society CITIZENSHIP curriculum Culture & politics (inc. British values)		 Substance use: impact County Lines & gangs	 Study skills	Careers 	 Relationships Consent and relationships  Employability skills CITIZENSHIP curriculum	
Year 10	 Health and Wellbeing Mental Health	 Health and wellbeing Physical Health	 Relationships Managing healthy and unhealthy relationships RS curriculum: Theme B: Religion & Life		Careers 	 Study skills Preparing for exams	 Extremism CITIZENSHIP curriculum Prevent & British Values HEALTH DAY
Year 11	Addiction: Drugs, alcohol, gambling, gaming, pornography  RS curriculum: Theme A: Relationships & families		Study skills 	Careers 	 Crime and criminality CITIZENSHIP curriculum Local safeguarding risks and the Law The Justice system (inc. British values)		

APPENDIX 2

Review of effective practice:	St Aidan's practice:
<ul style="list-style-type: none"> taking a whole-school approach, engaging pupils across the curriculum while creating an environment, through the school ethos, which fosters good relationships and well-being for pupils and teachers alike; 	<ul style="list-style-type: none"> Whole school ethos embedded throughout all social interactions.
<ul style="list-style-type: none"> include lessons which are interactive, participative and engaging; pupils' views should be sought and older children can be involved in the development of curriculum programmes; 	<ul style="list-style-type: none"> identifiable lessons that are timetabled and delivered by teaching staff.
<ul style="list-style-type: none"> have lessons with clear objectives, taught by someone who is trained and comfortable in their role; 	<ul style="list-style-type: none"> Training for staff delivering PSHE Resources regularly reviewed by Director of Learning Health and Wellbeing, PSHE lead and Assistant Headteacher (Learning and Professional Development)
<ul style="list-style-type: none"> be inclusive of difference, including other cultures, ethnicity, disability, faith, age, sexual orientation and gender identity; 	<ul style="list-style-type: none"> Whole school ethos embedded through Thought for the Week and the Collective Worship programme. Teachers use appropriate safeguarding referral channels if a disclosure is made, or concerns flagged. Staff are aware, through training, of triggering topics.
<ul style="list-style-type: none"> start early and take a developmental approach; relevant to pupils' depending on their age and maturity; 	<ul style="list-style-type: none"> Sequenced spiral PSHE curriculum beginning in Year 7 and inclusive of Years 12 and 13.
<ul style="list-style-type: none"> ensure coherence, teamwork - including involvement from other agencies (where appropriate), parents, governors and members of the wider community; 	<ul style="list-style-type: none"> Drop-down days focusing on key topics e.g. KS 4 Health Day. Extra-curricular activities and events including Careers events.
<ul style="list-style-type: none"> have support from the head teacher and senior management team, which reflects a respect for PSHE education and PSHE coordinators within their school; 	<ul style="list-style-type: none"> Director of Learning Health and Wellbeing, PSHE Lead and Assistant Head lead regular review of PSHE programmes.
<ul style="list-style-type: none"> an element of evaluation and monitoring of both pupil and teachers' perceptions of what leads to increased knowledge and engagement and, where possible, attempt to assess longer term outcomes. 	<ul style="list-style-type: none"> QA of PSHE delivery by Director of Learning Health and Wellbeing, PSHE Lead and Senior Staff.