Relationship Education, Relationship and Sex Education and Health Education Policy

THOMAS MIDDLECOTT ACADEMY

Document Management Information

Applicable to:	All staff in Thomas Middlecott Academy including individuals employed by the Trust, contractors and agency staff.
Development and Consultation:	The policy has been developed in consultation with parents and pupils and in discussion with members of the ASC at the academy.
Dissemination:	The policy will be available to staff, via the Trust's Policy Centre and each academy will have its own contextualised version.
Implementation:	The policy will be used by all leaders and teachers in DRET academies.
Training:	Staff Training will be provided by Think2Learn/Jan Hargraves
Review Frequency:	The policy will be reviewed every three years or earlier if needed in the light of new evidence/legislation/guidance.
Policy Author:	Nichola Dunbar
Executive Policy Owner:	Ms-Myhill-Johnson
Approval by:	Ms Myhill-Johnson
Approval Date:	DD – MMM - YYYY
Next Review Due:	DD – MMM - YYYY

Revision History

Document version	Description of Revision	Date Approved
Eg 0.1	[Guide: Draft document]	25/11/2020
Eg 1.0	[Guide: Approved document]	30/03/2020
Eg 1.1	[Guide: New version of an approved document with minor amends]	17/09/2021
Eg 2.0	[Guide: New version of a document with major amends]	

1. Values and Ethos

We are committed to providing every student attending our school with a high quality education and life. We are unashamedly ambitious for our school and our students. As a school, we want to encompass RSE into daily student life ensuring that the curriculum reflects diversity in relation to sexual orientation, gender, ethnicity and culture. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and the wider community. The ethos of the school acknowledges the importance of RSE and places great value upon the "whole" individual. We believe in the development of pupil's confidence, self-discipline and awareness of social acceptable standards.

- This policy covers our school approach to the emotional, social and cultural development of pupils, and includes learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity
- We define 'relationships and sex education' as a combination of sharing information and exploring issues and values.
- We believe the implementation of the Relationship education, sex and relationship education and health education curriculum plays an essential role in preventing sexual harassment, sexual abuse, including online, and sexual violence between pupils. It is strongly linked to the values of each DRET academy, the DRET Behaviour and Ethos policy and the pastoral support system in each academy.

- The intended outcomes of our programme are that pupils will:

    - Know and understand different types of relationships, including friendships, family relationships, and intimate relationships.
    - Be aware of Body Confidence and Self Esteem
    - How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, how to manage conflict and how to recognise unhealthy relationships.
    - How relationships may affect health and wellbeing, including mental health.
    - Healthy relationships and safety on line
    - Factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships. That sexual violence and sexual harassment is always wrong; and
    - Addressing cultures of sexual harassment.
    - Addressing Stereotyping, equality.

2. Roles and Responsibilities

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

- A member of the Senior Leadership Team will lead the RSE programme.
- The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.
- The PSHE lead is responsible for regularly reviewing the PSHE Overview to ensure that it is current and staff/students are actively engaged.
- A working party will be made up of Governors, Staff and Parents.
- 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 option to opt out of teaching RSE and staff who have concerns should discuss this with the Principal.

- Staff are trained on the delivery of RSE and meet on a regular basis with the Head of Faculty during HOF meeting time, on INSET days and during CPD twilight sessions.
- The Principal and Progress Leads will also invite visitors from outside the school such as sexual health professionals to provide support and training to staff teaching RSE. Any visitor will work within the framework of this policy; the policy will be shared prior to their visit. This will ensure that their input fits within our planned scheme of work and is reflective of our ethos and values.

3. Curriculum Design

- Our RSE programme is an integral part of our whole school PSHE provision and will cover personal, social, health and economic PSHE education. Biological aspects will be taught within the science curriculum and cultural through Religious Studies.
- The curriculum will meet the needs, or be adapted for, those children with protected characteristics this will be delivered by our SEND team. Careful consideration is given concerning the level of differentiation needed and in some cases; the content or delivery will be adapted to meet need. TA's will work with students 1:1 where there is a need.
- We ensure that RSE fosters gender equality and LGBT + equality by recognising that young people will bring prior learning and real life experiences to their learning. Our programme will respect and build on these, reflecting the universal and unique needs of our students. In this way, the programme will respect pupil's different abilities, levels of maturity and personal circumstances, for example their own sexual orientation, gender identity, faith or culture or that of their immediate family, close friends and wider community.
- Our RSE programme will be planned and delivered through tutor time, curriculum time, workshops and assemblies. In addition, key messages will be student led through our Well Being, LGBT, Student Council and Mental Health First Aid Champions.
- Our RSE programme will be taught through a range of teaching methods and interactive activities. Our programme recognises that young people will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students. The sessions will remain positive in tone by setting clear expectations. Behaviour will also be managed in accordance with our Behaviour Policy. We will ensure cross-curricular learning by keeping an up-to-date overview of whole school deliveries and liaising with Teaching and Learning and the Inclusion Team. Working closely with key subjects to ensure cross-curricular learning is explicit.
- Learning about relationships and sex education will link to/complement learning in Science (primarily Biology) and Religious Education. For a more detailed overview of where and when aspects are delivered across the Academy, please see the relevant PSHE overview. This is available on our website or hard copies on request.

4. Safe Practice

- We will ensure a safe learning environment by setting ground rules to provide an agreed structure to answering sensitive or difficult questions.
- Staff will use distancing techniques for examples the use of the anonymous worry box within classrooms.
- Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering or able to answer within the classroom, they have the right to decline to answer and they would ensure that provision would be made for another person to meet the individuals' needs.

- Where a question gives rise to a safeguarding concern advice should be sought from the Designated Safeguarding Lead.
- All staff has the right to decline to answer questions relating to their own personal lives or sexual choices.
- Personal beliefs and attitudes of teachers will not influence the teaching of RSE in school.

5. Safeguarding

- Teachers should be aware of the school confidentiality policy.
- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue in this instance log your concern via the safeguard hand or see your safeguarding lead as soon as practically possible.
- Teachers will consult with the designated safeguarding lead and in his/her absence their deputy will advise.
- Visitors/external agencies, which support the delivery of RSE, will be required to complete Frazer guidelines and visitors form.
- RSE policy should be given to all volunteers/speakers prior to their visit and they will be directed to read this in conjunction with the Lincolnshire Safeguarding Children's Partnership, Safeguarding Sexually Active Young People Policy.
- The Mobile Sexual Health Clinic will be invited to the Academy and one of the criteria of this support is that mutually consenting pupils who are sexually active, will not be reported as a safeguarding concern and parents will not be informed.

6. Parents and other stakeholders

Parents have the right to withdraw their children from the non-statutory components of RSE. *To clarify, sex education is statutory, in that it has to be delivered in secondary schools; however, parents have the right to withdraw just from the sex education.* Parents can identify when RSE is being covered by referring to our Long-Term Planning and Termly planning.

Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawn requests will be placed in the pupils' educational file. The Principal will discuss the request with parents and take appropriate action.

Appropriate alternative work will be given to pupils who are withdrawn from RSE.

- As part of our whole school approach to RSE, parent information sessions and opportunities to view the materials and resources used will be available on request.

7. Resources

- High quality resources will support our RSE provision and will be regularly reviewed as to current matters and how we reflect diversity.
- Selected resources, such as books, film clips, will be used which support and promote understanding within a values context.
- Age appropriate material.
- 1:1 available for SEND and EAL
- External Agencies

8. Assessment and reporting

- Assessment in RSE will take the approach that young people do not pass or fail in this area of learning nor will they receive a 1-9 grade but they will have the opportunity to reflect on their own learning and personal experiences, set personal goals and agree strategies to reach them. This process of reflective assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.
- Teachers will critically reflect on their work in delivering RSE through in class question and answers, discussion, group work, peer assessment, self-assessment and marking.
- Pupils will have opportunities to review and reflect on their learning through reflective records and their RSE folders.
- Pupil voice will be influential in adapting and amending planned learning activities through informal and formal consultations. Formally student's complete evaluations, which are reviewed within departments. Leaders within the departments work closely with the inclusion team to ensure the programme is targeted and timely. Informally there is an open dialogue between staff and students. There is also use of plenary activities to evaluate lessons.
- Wellbeing, LGBT, Student Council, Mental Health First Aiders will meet regularly to report on current issues, impact and concerns.
- Parents will be notified of progress through meetings with the inclusion team at Drop in, Parents Evening, media updates and IEP's.

9. Links to other policies

Cross references can be made to other policies to avoid unnecessary repetition

- TMA Long Term Plan
- Termly plans
- Confidentiality
- Behaviour and discipline
- Anti- Bullying
- Drug Education and Dealing with Related Incidents
  Safeguarding