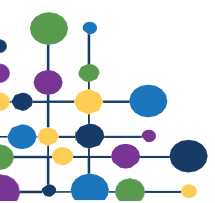
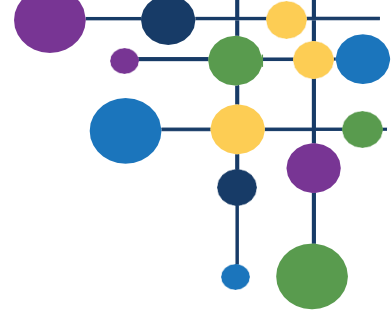


Relationships and Sex Education (RSE) Policy

Academy Version	3
Name of policy writer	Emily Devane
Date written	8.11.2021
Last updated	29.11.2022
Amendments	Record of Alterations: V2: Change of subject name from ERIC to Personal development
Approved by Directors	
Approved by Local Governing Body	





Rationale and Ethos

This policy covers our schools' approach to Relationships and Sex Education (RSE) and Health Education. As part of our core belief of valuing people and supporting personal best, it is important that we develop a curriculum and culture which educates our students in wider contextual issues. RSE is about the emotional, social and cultural development of our students and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves both sharing information and exploring key issues students face today and in their future; RSE is not about the promotion of sexual activity. Relationships and Sex Education (RSE) is a vital part of the wider knowledge required by students to live happy, healthy and successful lives, while feeling confident in themselves.

The aims of RSE at Royds Hall Academy is to:

- Provide a safe space for students in which sensitive discussions can take place
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Support students in developing high-levels of self-respect, confidence and empathy for others
- Promote equality and students' understanding of the Protected characteristics
- Create a positive culture regarding issues of sexuality and relationships
- Teach students the correct vocabulary required to describe both themselves and others

We view the partnership of home and school as vital in providing the context to the issues students learn about in RSE. It also provides opportunities to strengthen the relationships between home and school and allow parents/carers to further develop students' understanding of key topics at home. We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by all of our teachers adapting their lessons to meet the individual needs of the students in their classes. Where required, the Special Education Needs and Additionally Resourced Provision teams will provide additional input for SEND students on key RSE topics. We ensure RSE fosters gender equality and LGBT+ equality by having an inclusive approach to all our RSE sessions, where students learn about different types of relationships.

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved:

- Review – a member of staff compiled all relevant information including relevant national and local guidance;
- Staff consultation – all schools in SHARE MAT gave their staff the opportunity to look at the policy and make recommendations;
- Parent consultation – parents were informed of the new policy and given the opportunity to feedback through a meet and greet session with the Senior Leadership Team at Royds Hall
- Pupil consultation – we discussed issues with students that they felt needed to be covered in their own RSE;
- Ratification – once the policy was agreed by stakeholders, it was shared with governors at each school within SHARE MAT to be ratified

This initial consultation took place in 2019, but we invite Parents to provide further feedback via the Personal Development section of our website.

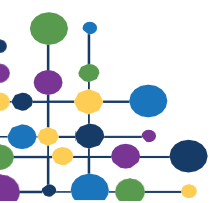
Roles and responsibilities

Governing body:

- Will approve the RSE policy and hold the Headteacher to account for its implementation

Headteacher:

- Is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see



Parents' right to withdraw)

Staff:

- Will deliver RSE in a sensitive way;
- Model positive attitudes to RSE;
- Monitor student progress and development of their knowledge;
- Respond to the needs of each individual student;
- Respond appropriately to students whose parents wish them to be withdrawn from non-statutory components of the RSE curriculum.

Staff do not have the right to opt out of delivering RSE. Those who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. All form tutors, Science teachers and Personal Development teachers are responsible for the delivery of the RSE curriculum.

Students:

- Are expected to engage fully in RSE;
- Will respond and interact with others in a civil and respectful manner;
- Will approach topics and points for discussion sensitively, bearing in mind situations their peers may be facing outside school;
- Will be open-minded and refrain from judging others.

Parents:

We will work in partnership with our parents/carers to inform them about what their child will be learning and how they can contribute to this at home

Legislation (Statutory regulations and guidance)

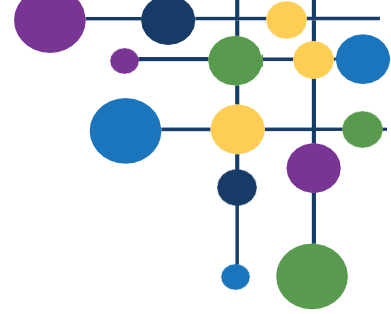
As a secondary academy we must provide RSE to all students as per section 34 of the Children and Social Work Act 2017. RSE has been statutory from September 2020, though the Department for Education recommended that schools adopted the new RSE curriculum from September 2019.

In teaching RSE, we are required to follow guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Royds Hall Academy we teach RSE as set out in this policy.

Curriculum design

Our RSE curriculum is primarily delivered through the Personal Development curriculum, and supported through Form time sessions, Personal development lessons, assemblies and links through subject curriculums where relevant, for example, key views of specific religions in Religious Education. The Personal Development curriculum includes students attending a daily 25-minute form time session. Form time has a fully planned and integrated curriculum which is delivered by form tutors and is supported by a Personal Development lesson once a week with trained teachers. Students learn about key values and skills required to become an active citizen. All students attend at least one assembly each week which forms part of our Personal Development curriculum and supports the delivery of social, moral, spiritual and cultural aspects of learning, including the promotion of British values and development of student character.

Biological aspects of RSE are mainly taught in the Science curriculum, where students will be provided with honest and medically accurate information, so that they can learn about their bodies and sexual and reproductive health in ways that are appropriate for their age and maturity. Our RSE curriculum meets the needs of all our students, with their diverse experiences, including those with Special Educational Needs. Other aspects, such as religious beliefs and views, are also taught in the Personal Development programme through Religious Education, as mentioned above. The RSE curriculum is delivered by trained teachers.



All RSE sessions are delivered in a way which makes students feel safe and encourages participation. Our curriculum is sensitive to the range of religious and cultural views that our students and families have about sexual behaviour, whilst still ensuring that students have access to the learning they need to stay safe, healthy and understand their rights as individuals. This includes clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, forced-marriage and female genital mutilation (FGM). The sessions provide opportunities to develop critical thinking and relationship skills. The curriculum is based on reliable sources of information, including the law and legal rights and makes the distinction between fact and opinion clear.

Our RSE curriculum focuses on promoting safe, equal, caring and enjoyable relationships and discusses real life issues appropriate to the age of our students, including:

- Families;
- Respectful relationships with peers;
- Online and Social Media relationships;
- Being safe online and in the community;
- Intimate and sexual relationships, including sexual health.
- Consent
- Relationship abuse
- Sexual exploitation

These areas of learning are taught within a curriculum which fosters gender and LGBT+ equality and the legislation related to it. This ensures that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by Grandparents, adoptive parents and foster parents/carers amongst other structures) along with reflecting sensitively that some children have a different support structure around them (e.g. Looked after children or young carers). All forms of discrimination are challenged, both within our RSE curriculum and all areas of school life. Students are provided with opportunities to reflect on their values and influences that may shape their attitudes towards relationships and sex, whilst providing a safe space to develop respect for views that are different to their own. Students will learn about sources of help and where to find reliable information.

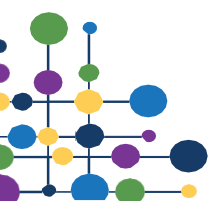
Staff are supported in the appropriate delivery of RSE by the Personal Development Lead as part of their ongoing professional development, with regular updates. External visitors and agencies such as school nurses, sexual health professionals and other appropriate people may also be invited to support, deliver and train staff in teaching RSE topics.

Students are encouraged to ask questions and staff will respond in an appropriate manner so students have the knowledge they need to lead happy and successful lives. We continually seek the views of our students about the RSE curriculum to ensure that it is relevant to their lives and is then adapted as their needs change. Half termly knowledge checks will be used to assess student understanding and address any misconceptions.

For more information about our curriculum, please see our website where the Personal Development plan is available.

Safe and effective practice

We will ensure a safe learning environment by building effective relationships between students and between the teacher and students so students feel safe to ask questions and further their understanding. Teachers and students will agree ground rules for RSE sessions and these will be revisited regularly to remind students of expectations. Sensitive issues will be handled by the RSE teacher, with support from other staff including the designated safeguarding lead where required. Students will be able to raise questions anonymously if needed at the end of RSE sessions. All staff teaching RSE will be supported by regular training and quality assurance activities.





Safeguarding

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. Teachers will consult with the designated safeguarding lead and in their absence their deputy. Visitors/external agencies which support the delivery of RSE will be required to follow the school's safeguarding procedures. The RSE lead works closely with the DSL to ensure that our curriculum is responsive to the emerging needs of our students and the local community.

Engaging stakeholders

Parents will be informed about the policy through communication from school, including letters, website updates and information sessions. The policy will be available to parents through email and our website. We are committed to working with parents and carers by providing updates and access to information and seeking feedback. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through our website and parent events. We will notify parents when Relationships and Sex education will be taught, by the curriculum information on our school website.

Parents have the right to withdraw their child from the non-statutory/non-science components of sex education within Relationships, Health and Sex Education up to three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing, addressed to the Headteacher, who will consider the request and respond appropriately. The request should state the student and parents name, form group, the date and the reason for withdrawing from sex education within RSE, along with any additional information the school are requested to consider. A copy of the request will be placed on the students' educational record and the Headteacher or a delegate will discuss this request with parents and take appropriate action. Alternative work will be given to students who withdraw and may include homework, revision, or additional assessments.

Governors will be informed of the RSE policy and curriculum through meetings, updates and the school website. As previously mentioned, student voice will be used to review and tailor our RSE programme to match the different needs of students and be responsive to local and national events.

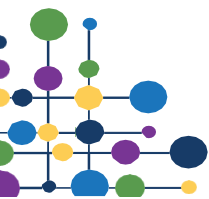
Monitoring, reporting and evaluating

The delivery of RSE is monitored by the Personal Development lead and Head of Humanities. This monitoring includes planned work scrutiny, lesson drop-ins, learning walks and student voice activities which help to develop and improve the delivery of RSE over time. Student voice is a key part of evaluating the RSE curriculum and is used to continually adapt the curriculum to meet the emerging needs of our students. Students will have the opportunity to reflect on their learning through class discussions and knowledge checks. The school will report a termly Attitude to learning grade to parents for Personal development (including RSE).

Other appropriate/linked policies and legislation

The RSE policy should be read in conjunction with national guidance including:

- Keeping Children safe in Education (2022)
- Working Together (2019)
- Relationships and Sex Education (RSE) and Health Education (2019)
- Education Act (1996)
- Learning and Skills Act (2000)
 - Education and Inspections Act (2006)
 - Equality Act (2010)



- Children and Social Work Act (2017)

In addition, the relevant school and SHARE MAT policies include:

- SHARE MAT Safeguarding and Child Protection
- SHARE MAT Behaviour Policy

