

RSE Policy



SAMUEL WARD

1. DEFINITION - Statutory guidance

1.1 We are required to teach relationships education/RSE as part of the Department for Education statutory guidance from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

2. PRINCIPLES/RATIONALE

2.1 This policy outlines Samuel Ward Academy's approach to Relationships and Sex Education (RSE)

RSE at Samuel Ward Academy is designed to ensure that our students gain the knowledge and life skills required to keep them safe and to build supportive, respectful relationships throughout their teenage years and into adult hood. RSE will teach our students what are acceptable and unacceptable behaviours within a relationship helping them to understand when relationships are not right but also how to identify the positive effects that good relationships can have on their mental well-being. RSE further develops students understanding of the importance of successful relationships, the curriculum focusses on guiding the students to develop the ability to recognize stable and loving relationships in all their forms whilst promoting respect, love and care. In order to embed this knowledge students also need to be able to recognize the traits linked to negative relationships and so the curriculum covers aspects such as emotional and physical abuse, grooming, sexting and other conceivable risks within a relationship.

RSE at Samuel Ward Academy also teaches students about sex, sexuality, and sexual health as part of a loving and trusting relationship, creating a positive culture around issues of sexuality and relationships. Within the RSE curriculum we do not however promote sexual orientation or underage or legal sexual activity. Our vision is to guide students to make well informed positive choices for themselves. RSE prepares students for puberty, giving them an understanding of sexual development and the importance of health and hygiene.

The RSE curriculum at Samuel Ward is taught through PSHE lessons, Personal Development lessons, Science lessons and our Assemblies. We have applied a holistic approach to the delivery of RSE across multiple subjects in order to enable students to learn to respect themselves and others as they develop through childhood to adolescence and into adult hood. Furthermore, the design of our curriculum supports students to learn about the difficulties of growing up in an increasingly complex and digital world and provides an understanding of what it means to be a citizen of the United Kingdom and wider world.

3. OUR CORE VALUES

3.1 This policy is underpinned by our school values:

Wisdom – we gain wisdom through learning and doing. Wisdom is knowing what to do. It is knowing right from wrong, good from bad

Justice – Justice is making sure we treat others and ourselves fairly

Courage – Courage is being brave when we are scared. It is being able to do something when we feel bad or fear we might fail

Compassion – Compassion is caring about others. It is wanting to help those who are hurting. Compassion is showing kindness to all people

Hope – Hope is knowing and wanting good things to happen. Hope is doing what we

can to make good things happen

Respect – Respect honours the good things that others and we do. Respect values people and things for who and what they are. Respect honours people and things of special worth

Responsibility – Responsibility is taking care of the people and things that are ours. Responsibility is keeping our promises. It is doing our duty for our family, school, community and country

Integrity – Integrity is being honest. It is being trustworthy. Integrity is being true to yourself and your beliefs

Resilience – The ability to carry on and cope when faced with difficulties – to rise to the challenge

4. ROLES AND RESPONSIBILITIES

4.1 Governors

The Governing body will approve the RSE policy and hold the headteacher to account for its implementation.

4:2 SLT

The Headteacher and the SLT lead for the subject are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from the non-statutory components.

4:3 RSE Lead

The RSE Lead will ensure that all DFE guidance is met across Key Stages Three and Four. Produce the annual long-term plan for how RSE is delivered across the curriculum. They will liaise with the SLT lead for Personal Development and the school careers advisor to plan for appropriate aspects of RSE to be delivered within Personal Development lessons and the assembly rota.

4:4 Teachers

Teachers of RSE are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress Responding to the needs of individual pupils

Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy

Liaise with the SENCO to identify and respond to individual needs of students with SEND Ensure they do not express personal views or beliefs when delivering the programme

4.5 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, upholding the schools core values and code of conduct at all times. Students should not ask direct personal questions of their teachers.

5. PARENTAL RIGHT TO WITHDRAW THEIR CHILD FROM SEX EDUCATION

5:1 From September 2020, parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 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. In practice, from September 2020, this means students can only be withdrawn from sex education. They cannot be withdrawn from science or from relationships education. Requests for withdrawal should be put in writing to the Headteacher. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

6. CURRICULUM DESIGN

6:1 Whole school holistic approach

At Samuel Ward Academy we have constructed the design of our whole school PSHE Education provision through the combination of our RSE, Careers and Personal Development programmes. As a unit these subject areas complement each other so as to ensure that our students are prepared for the next stage of their personal and academic development whilst meeting the statutory guidance for RSE education.

6:2 Topics taught across KS3 and KS4

- Please see appendix 2.

6:3 How topics are delivered (in PSHE/CRS lessons, Science lessons, Personal Development lessons and assemblies)

- In year 7 all pupils receive 1 PSHE lesson, 1 RE lesson and 1 Personal development lesson across a two week cycle.
- In year 8 and 9 all pupils receive 1 PSHE lesson and 1 Personal development lesson across a two week cycle.
- In year 10 all pupils receive 1 CRS lesson and 1 Personal development lesson across a two week cycle.
- In year 11 all pupils receive 1 Personal development lesson across a two week cycle.
- It is during these timetabled sessions that students are taught the statutory RSE curriculum throughout the year.
- The topics are either explicitly taught or where appropriate imbedded within other topics that are being delivered in these lessons.
- The assembly rota for each year group compliments what has been taught within the most recent Personal Development lesson and so students will also access the statutory RSE curriculum within tutor time too.

6:4 How the students will learn

- The RSE programme at Samuel Ward Academy will be taught through a range of teaching methods and interactive activities, whole class discussion, debate and group work.
- High quality resources will support our RSE provision and will be regularly reviewed by the RSE Lead.
- Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin the lesson objectives.
- Learning about relationships and sex education will complement learning in Science, RE and the wider curriculum such as Personal Development lessons.
- Students will be encouraged to reflect on their own learning and progress by

question and answer opportunities in verbal and written forms.

- Assessment in RSE will take the form of regular student feedback and reflections recorded during the lesson for example within the Personal Development diaries.

6:5 Teachers ensure that the learning environment is safe by

- Setting clear ground rules which are to be adhered to by all staff and students present, linked to the school values and code of conduct
- Organising seating plans so that students do not feel threatened or embarrassed
- making provision for supporting students who may struggle to adhere to the ground rules or deal with the content of the lessons, utilising the on call SLT lead.
- Ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered – age and stage appropriate
- Personal Development lessons are made available for all staff one week in advance of the lesson so that staff have time to prepare for the delivery of the lesson and seek further guidance if required.
- Providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the students have properly understood the content providing regular opportunities for students to ask questions in written form to avoid risk of embarrassment or judgement.
- Giving scenarios for discussion which allow students to explore an issue without relating it to personal experience (de-personalisation)

6:6 The teaching of controversial and sensitive issues

Staff will not avoid teaching such content because it is difficult to teach. The RSE lead and the SLT lead and DSL will support teachers to enable them to deliver the lessons safely and effectively. When planning for the teaching of controversial and sensitive issue the RSE lead will inform the schools pastoral team so that they are aware and available should students require prompt support during the lesson.

7. SAFEGUARDING

7:1 Staff will be trained to:

- Recognise that effective RSE explores appropriate actions in relationships which can lead to disclosures from students requiring a safeguarding referral to DSL
- Follow the schools' safeguarding referral procedure in the event of a disclosure
- Recognise while ground rules within a classroom may require students to keep lesson content confidential, this does not extend to staff, who must not promise confidentiality in the event of a disclosure
- Have knowledge of specific safeguarding issues including Prevent and FGM and their professional responsibilities pertaining to these

7:2 Visitors and outside agencies

- There may be times when a suitably trained and/or experience visitor may be invited to speak to students and contribute to the delivery of RSE
- Visitors will be sent and be familiar with relevant policies in advance
- Content of session discussed and agreed, with resources checked in advance Normal safeguarding procedures followed by visitors

7:3 Protocols to support those at risk/vulnerable

- DSL will decide most appropriate course of action following any safeguarding referral
- The RSE Lead will ensure that all students receive age appropriate RSE
- Provision offered is appropriate to needs of students
- Further places of support are signposted in RSE and Personal Development lessons as well as assemblies and tutor time
- Any further relevant protocols in place in own school setting

8. MONITORING ARRANGEMENTS

8.1 The delivery of RSE is monitored by the SLT through typicality and support drop ins, moderation of assessment and line management meetings with the RSE lead.

8.2 Students' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the leadership team and the Governors every three years.

9. RSE POLICY REVIEW DATE April 2022

APPENDIX 1: STATUTORY CURRICULUM GUIDANCE

TOPIC:	PUPILS SHOULD KNOW:
FAMILIES	<ul style="list-style-type: none">• that there are different types of committed, stable relationships.• how these relationships might contribute to human happiness and their importance for bringing up children.• what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.• why marriage is an important relationship choice for many couples and why it must be freely entered into.• the characteristics and legal status of other types of long-term relationships.• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.• how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed

<p>RESPECTFUL RELATIONSHIPS INCLUDING FREINDSHIPS</p>	<ul style="list-style-type: none"> • the characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> • trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict • reconciliation and ending relationships, this includes different (non-sexual) types of relationship • practical steps they can take in a range of different contexts to improve or support respectful relationships • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice) • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control • what constitutes sexual harassment and sexual violence and why these are always unacceptable • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
<p>ONLINE AND MEDIA</p>	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • not to provide material to others that they would not want shared further and not to share personal material which is sent to them • what to do and where to get support to report material or manage issues online • the impact of viewing harmful content • that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves

	<p>in relation to others and negatively affect how they behave towards sexual partners</p> <ul style="list-style-type: none"> • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • how information and data is generated, collected, shared and used online
BEING SAFE	<ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online
INTIMATE AND SEXUAL REALTIONSHPIS, INLCUDING SEXUAL HEALTH	<ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • that they have a choice to delay sex or to enjoy intimacy without sex • the facts about the full range of contraceptive choices, efficacy and options available • the facts around pregnancy including miscarriage • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing

	<ul style="list-style-type: none"> • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • how the use of alcohol and drugs can lead to risky sexual behaviour • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
<p>THE LAW</p>	<p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.</p> <p>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> • marriage • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • extremism and radicalisation • criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations) • hate crime • female genital mutilation (FGM)