

RSHE Policy 2020



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Aims:

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework 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
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Support our students to be safe and make healthy, informed decisions

Statutory Requirements:

As an independent school, we have no obligation to follow the National Curriculum, however, we have a moral purpose to ensure that all of our students are well informed and ready for all aspects of life. To meet this objective we have due regard to [section 3.6 of the National Curriculum](#).

Secondary schools must 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 The Department for Education's Relationships Education, Relationships and Sex Education and Health Education statutory [guidance](#).

Policy Development:

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition:

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values through discussion, research, teaching and collaborative working.

RSE is not about the promotion of sexual activity.

Curriculum:

If students ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so students are fully informed and don't seek answers online

Delivery of RSE:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and the biological aspects of RSE are taught within the science curriculum.

Across all Key Stages, students 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

These skills are taught within the context of family life.

Roles & Responsibilities:

The Executive Head:

The Executive Head will hold the Head of School to account for the implementation of this policy.

The Headteacher:

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

Staff:

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science 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.

Students:

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' Right to Withdraw:

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

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

Upon receipt of a written request for withdrawal the headteacher will make contact with the parent by either telephone or arranging a meeting to discuss the content of the lessons their child will be withdrawn from and ensure that parents / carers are well informed about their decision.

Alternative work will be given to students who are withdrawn from RSE and students are still expected to attend school as normal.

Training:

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher 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.

Monitoring Arrangements:

The delivery of RSE is monitored by Ann-Marie through:

- Observations
- Work scrutinises
- Formative assessments
- Learning walks

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.