



Relationships and Sex Education Policy

Principal	Shereka James
Designated Safeguarding Lead	Jay Kerby (Senior Vice Principal)
Deputy Safeguarding Leads	Clare De Jode Cathy Carroll
Link Governor for Child Protection	Christina Bankes
Review Cycle	Annual
Governing Body Ratification	September 2021
Date shared with Academy Staff	September 2021
Next Review Date	September 2022
Legal Framework	Children Act 1989 (as amended 2004 Section 52) Education Act 2002 s175/s157 The Teachers Standards' 2012
Department of Education and Local Advice and Guidance	Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015 City and Hackney Safeguarding Board's Procedures Hackney Well-Being Framework PSHE Association
Related Policies	Behaviour for Life; Safeguarding; Attendance including Children Missing in Education; Preventing and Tackling Bullying; SEND; Looked After Children; PSHCE; E-Safety; Preventing Radicalisation; Acceptable Use

Contents	Page
1. Aims	3
2. Statutory Requirements	3
3. Delivery of RSE	3
4. Roles & Responsibilities	4
5. Training	5
6. Monitoring Arrangements	5
7. Parents' Right to Withdraw	5
8. Policy Development	6
9. Appendix:	7
1. Health Care Plan	
2. Summary of Policy Changes	

AIMS

The aims of RSE (Relationships and Sex Education) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for future experiences around family, relationships including friendships, online & media considerations, being safe and intimate or sexual health.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of morality and
- Teach pupils the correct vocabulary to describe themselves, emotions, relationships and their bodies

Academy Values and Ethos

“Be the best you can” - We believe that all pupils, regardless of background or ability, should be supported to excel in all that they do. At Skinners’ Academy, we value every member of our community’s wellbeing. We believe that for a school to be a success everyone must feel wellness – mentally as well as physically. Our aim is to create and maintain an environment in which all feel supported to be the best they can be. Early identification, clear guidance and safe spaces for discussion of mental health will form the backbone of our wellbeing practice. We do not aim to eradicate distress, this would be impossible, but our aim is for Skinners’ Academy to be a place where all feel encouraged and empowered to share struggles, find solutions and receive ongoing strategies for continued wellbeing – free from stigma and in the spirit of shared humanity.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). I

We strive for all our pupils and staff to enjoy healthy, rewarding relationships within our community and beyond, giving all a strong sense of belonging and wellbeing.

STATUTORY REQUIREMENTS

During the passage of the Children and Social Work Act in 2017, the government recognised that there was a compelling case to make Relationships Education for all primary pupils and Relationships and Sex Education (RSE) for all secondary pupils compulsory through regulations, and to consider the status of Personal, Social, Health and Economic Education (PSHE) or elements of the subject for all state-funded pupils.

Relationships Education, Relationships and Sex Education, and Health Education in England Government consultation response February 2019ii

In addition, it should be noted that...

the new curriculum will be compulsory from September 2020. Schools should start teaching from that date if they meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by at least the start of the summer term 2021. iii

DELIVERY OF RSE

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way’

(Secretary of State foreword, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers)

Definition

RSE forms part of the PSHCE offer at Skinners' Academy. RSE is concerned with education around the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, mental health and wellbeing, diversity and personal identity.

RSE involves a combination of factual information and exploring issues and values.

RSE is not about the promotion of sexual activity.

RSE is taught within the personal, social, health, citizenship and economic (PSHCE) education curriculum. The Personal Development Curriculum Coordinator and Associate Assistant Principals will be responsible for mapping the RSE curriculum. Biological aspects such of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE) and Information Technology (IT).

RSE will be made accessible to all ages and abilities including those with SEND. The PD curriculum coordinator will consult with the SENCO to ensure resources and schemes of learning are suitable for all pupils.

Across all key stages, pupils 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

ROLES AND RESPONSIBILITIES

- Appropriate use of outside agencies is made in the delivery of some health education issues. Pastoral teams provide support for individuals who are worried by aspects of their development or relationships.
- The school nurse is available upon request for any students who wish to see her. Students are encouraged to discuss concerns with their advisor, Head of Year, Assistant Head of Year or any member of staff. The Vice Principal, who is also the Designated Safeguarding Lead, gives guidance on procedure regarding sensitive issues.

The governing board

The governing board has delegated the approval of this policy to the Wellbeing Subcommittee.

The Principal

The Principal, in line managing the Vice Principal, is responsible for ensuring that SRE is taught consistently across the Academy, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 7).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to PSHCE & RSE that do not discriminate any protected characteristics of the equality act
- Monitoring progress around content as directed in the Academy programme of study for PSHCE

Relationships and Sex Education Policy

- 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 right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the relevant Head of School, PD Curriculum Coordinator or Associate Assistant Principals. Staff will receive training on how to deliver the RSE curriculum non-discriminately and with sensitivity to the different cultural groups at the Academy.

Pupils

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

Facts will be presented in an objective, impartial and balanced manner using both the commonly used and biological terms (to allow young people to learn appropriate vocabulary and facts and to relationships). Sensitive issues such as develop confidence in discussing sexuality and personal sexually transmitted infections, abortion, questions will be met contraception and homosexuality will not be avoided and with balanced and factual information.

- Our programme Relationships and Sex education places an emphasis on loving and caring relationships, respect for family life and oneself and which seeks to enable students to value the cultural and religious influences in our society. Students will be guided towards developing a moral code which encompasses both rights and responsibilities.
- The Academy will provide an atmosphere in which discussion can take place about a range of sexuality and personal relationship issues which will allow the students to explore their own feelings, values and attitudes and to listen to the views of others. This will enable them to make informed decisions about their own sexual health and lifestyle.
- Staff do not give an individual student advice on contraception and related matters. Any concerns staff have about individual students are referred to the Academy's Designated safeguarding Lead.
- Lessons and Schemes of Learning will take into account the cultural and religious views of the Academy community.

TRAINING

Staff are trained on the delivery of RSE as part of the Academy's PLD schedule and it is included in our continuing professional development calendar.

The Assistant Vice Principal leading on staff training will invite visitors from outside the Academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

MONITORING ARRANGEMENTS

The delivery of PSHCE is monitored by Heads of School, Heads of Year and the Senior Leadership Team through work scrutiny, pupil voice and learning walks.

Pupils' development in PSHCE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Vice Principal (Pastoral). At every review, the policy will be approved by the Wellbeing Committee.

PARENTS' RIGHT TO WITHDRAW

Parents' have the right to withdraw their children from the non-statutory components of RSE. In line with government guidance, there is

'no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught' iv

Parents can request to have their child to be removed from specific lessons that are classed as 'non statutory' within the Academy's PSHCE curriculum 'up until and including 3 terms prior to a pupils' 16th birthday'. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

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

POLICY DEVELOPMENT

In line with government guidance,

'Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE. These policies must be published online and must be available to any individual free of charge'.

As part of developing this policy, Skinners' Academy has held parental consultation and offered parents the opportunity to contribute in an open dialogue regarding the aims, values and ethos underpinning taught content.

Staff have also been consulted on the RSE curriculum. Pupils will be consulted in Pupil Voice and Pupil Council.

Curriculum maps will be published on the school website which details when RSE will be taught throughout the year. Example resources will also be made available.

All stakeholders will be consulted at the next annual review September 2022.

Skinners' Academy is working with local partners, agencies, theatre in education companies, LA Advisers and Consultants to ensure appropriate provision in the key areas of PSHCE, including RSE and Drug Education, Healthy Eating, Physical Activity and Emotional Health and Wellbeing.

Appendix 1: Table of substantive policy changes

Summary	
Where	What
Page 2	Updated details for Principal DSL, DDSL and Safeguarding link governor
Page 3	Updates Statutory requirements as added from latest Relationships Education, Relationships and Sex Education, and Health Education in England Government consultation response February 2019 and September 2020
Page 5	Updated information based on Feb 2019 and Sep 2020 guidance around right to withdraw and parental consultation.
Endnotes	Updated links to include relevant government guidance

i https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

ii Relationships Education, Relationships and Sex Education, and Health Education in England Government consultation response February 2020

iii <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

iv Relationships Education, Relationships and Sex Education, and Health Education in England Government consultation response February 2019