



RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

Date of Policy: May 2024

Date of next review: May 2025

Who the review will involve: Headteacher, Governors, Senior Leadership team, Student Leadership Group, School Health Care Assistant, Parents and members of the school community

Senior member of staff responsible for overseeing that this policy is implemented and regularly reviewed: Lee Hawkins - Assistant Headteacher

DEVELOPMENT AND DISSEMINATION PROCESS

This policy was initially co-produced by a working party consisting of school representatives, parents, carers and governors of the school in 2022.

The policy has been amended in response to the comments and recommendations that arose through the consultation period.

The policy will be communicated to all relevant partner agencies and visitors and included on the staff shared area in the policies folder. A copy of the policy is available on the school website in the policies section.

AIMS OF THE POLICY

The aims of relationships 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

STATUTORY REQUIREMENTS

As a maintained secondary school we must provide RSE to all students as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to the [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At The Avon Valley School, we firmly believe in the importance of a structured and tiered curriculum of RSE. We believe that effective delivery of RSE should build upon the caring and family ethos of

Avon Valley, enabling our students to explore their own beliefs, values and responsibilities within a supporting framework.

POLICY DEVELOPMENT

This policy was reviewed in consultation with staff, students, parents and governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

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.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

CURRICULUM PLANNING, ORGANISATION AND DELIVERY

Our curriculum is set out in documentation on our school Google Drive and is available for any stakeholder to see, upon request to the school. We reserved the right to adapt it as and when necessary, to best suit the needs of our students.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and do not seek answers online.

DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive stand-alone sex education sessions delivered by suitably trained staff.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure 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, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: children who are looked after or young carers).

ROLES AND RESPONSIBILITIES

The governing body

The governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

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.

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.

Please see the staff list at the end of this policy for further information.

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 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.

Requests to take part or withdraw in sex education in RSE will be collected through the school admissions form.

A copy of withdrawal requests will be placed in the pupil's educational record, held on SIMs. The Headteacher (or a representative) may choose to discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

STAFF 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 may 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 Lee Hawkins, Assistant Headteacher and Donna Marie, Head of PSHE, through:

- Lesson observations and feedback to teachers
- Looking at samples of student's work
- Teachers making regular comments on the scheme of work/lesson plans
- Monitoring curriculum plans weekly, mid-term and termly, with feedback to teachers
- Feedback from curriculum coordinators, achievement leaders, student welfare leaders, class teachers and students about what has been covered
- RSE/PSHE as a regular agenda item at relevant faculty meetings

Approaches to evaluation include:

- Participatory activities at the end of lessons or units of work
- Questionnaires at the end of units or as part of an end of year review
- Feedback from students and teachers about particular aspects of the RSE curriculum, e.g. external contributors, peer education

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

REVIEW

This policy will be reviewed annually. At every review, the policy will be approved by the Headteacher and the governing body.