

Relationship and Sex Education Policy

- a) This policy applies to all Schools/Colleges managed by Wootton Academy Trust (WAT)
- b) This policy was adopted by WAT in May 2020 subject to approval of highlighted sections in June 2020
- c) This policy will be reviewed in May 2021 and thereafter every two years.
- d) The next review is May 2023

Lead member of Executive Leadership Team:	Carrie McMorn
PSHCE Lead Kimberley College	Kirsty Maddock
PSHCE Lead Wootton Upper School	Vacant
Associate Headteacher KS5 Pastoral at Kimberley College:	Nicola Genders
Designated Safeguarding Lead (DSL) for Child Protection:	Kimika Gardner-Oyemade
SENDCo:	Katy Black
Directors Committee:	WAT Curriculum and Standards Committee

Designated Governors for PSHE:**Associated documentation:**

- Behaviour Policy and associated documents
- Anti-Bullying Policy
- Confidentiality Policy
- Safeguarding and Child Protection Policy
- Child Protection Staff Handbook
- Anti-Bullying Staff Handbook
- Acceptable Use Policy (internet)
- Equality Policy
- Equal Opportunities Policy
- The teaching of PSHCE education and British Values
- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance for Governing Boards, Proprietors, Headteachers, Principals, Senior Leadership Teams, Teachers (DfE:2019)
- Relationships and Sex Education (RSE) (Secondary) Updated 13 September 2021
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE:2018)
- Special Educational Needs and Disability Code of Practice (DfE:2015)

Update: February 2023 prior to May 2023 review

Introduction

We believe relationships and sex education is important for our learners as it allows them to be taught the facts of sex and relationship education in an environment that is safe, allowing learners to ask, question and expand on their own view points.

We view the partnership of home and School/College as vital in making sure our children are educated for the future. It is key that parents and School/College work together to provide a broad and balanced curriculum.

We are required to teach relationships education/RSE as part of PSHCE. From September 2021 all Schools must deliver relationships and sex education as per Section 34 of the Children and Social work act 2017. In addition, we are to have regard to guidance issued by the Secretary of State for Education as outlined in Section 403 of the Education Act 1996. The parental right to withdraw their children from RSE remains in secondary education, for aspects of sex education which are not part of the Science curriculum.

Aims and objectives of this policy:

- ❖ To ensure that every child has a strong understanding of what makes a good positive relationship, and how to identify signs that things are going wrong.
- ❖ To ensure that all learners are aware of where help can be found and where to access services both inside and outside of School.
- ❖ We ensure RSE is inclusive and meets the needs of all our learners, including those with special educational needs and disabilities (SEND) by including a wide diversity of examples and people within our RSE lessons.
- ❖ We ensure RSE fosters gender equality and LGBTQIA2S+ equality by including examples of differing relationships within the lessons, and teaching about how our emotions and relationships can differ.

The intended outcomes of our programme are that learners will:

- ❖ know and understand a healthy and positive relationship
- ❖ understand they have a right to remain true to their own values and beliefs
- ❖ understand they have a responsibility to themselves and those of their peer group when dealing with social media
- ❖ develop the skills of diagnosing when there is something wrong, and being able to identify how to correct the issue and find the support that is needed.
- ❖ develop the attributes of healthy, open and balanced adults, who are aware of what they are entitled to within a relationship, recognising the needs of their partner

Role and responsibilities

The Curriculum and Standards Committee is responsible for:

- ❖ approving the RSE policy, monitoring its implementation and reviewing it and holding the Executive Principal to account for its implementation.

The Executive Principal is responsible for:

- ❖ ensuring that RSE is taught consistently across the Trust

The Head of School and Head of College are responsible for:

- ❖ agreeing the curriculum content of the RSE programme in their settings
- ❖ and for managing requests to withdraw learners from non-statutory components of RSE
- ❖ ensuring the programme is evaluated regularly and the views of stakeholders are considered
- ❖ approving any requests from parents and carers to withdraw children below the age of 16 from any non-statutory elements of the programme

PSHCE Co-ordinators are responsible for:

- ❖ ensuring updates to the programme are completed
- ❖ training is provided to form tutors and pastoral tutors on an annual basis

Form and Pastoral Tutors are responsible for:

- ❖ delivering the RSE curriculum in a sensitive way
- ❖ modelling positive attitudes to RSE
- ❖ monitoring progress
- ❖ responding to the needs of individual learners, including those with SEND as we recognise that pupils with SEND may be more vulnerable to exploitation, bullying and abuse (including peer on peer abuse). RSE must be accessible for all learners and tutors will differentiate and personalise their delivery to ensure accessibility. Where there is a need for tutors to tailor content and delivery to meet the specific needs of learners, they will be guided by the content of the Pupil Passports and seek support from key workers, PSHCE Coordinators and/or the SENDCo as necessary.
- ❖ informing the PSHCE Coordinators of those learners whose parents wish them to be withdrawn from the non-statutory components of RSE. 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 Executive Principal.

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

Wootton Upper School

PSHCE is taught by all Form Tutors within Guidance sessions. Delivery will be supported by the PSHCE Coordinator and Year Leaders.

Kimberley College

PSHCE is taught in Tutorial sessions by the Lead Pastoral Tutor, all other Pastoral Tutors. Delivery will be supported by the PSHCE Coordinator and the Assistant Head Pastoral.

Teaching staff will be offered RSE training on an annual basis, as well as through Year Team meetings and in response to emerging need.

Curriculum Design:

The Trust's RSE programme is an integral part of our whole its PSHCE education provision and will cover the suggested guidance published by the PSHCE Association. The method and order of delivery has been tailored to the needs of the learners, as well as the local context.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including:

- ❖ Discussion as a class and small groups, individual learning and time for reflection;
- ❖ Resources we use include current videos from Childline, CEOPs and other recommended sites and these are regularly reviewed;
- ❖ Selected resources, such as books and film clips, which support and promote understanding within a moral/values context

At Key Stages 3 and 4 learning about relationships and sex education in PSHCE education lessons will link to/complement learning in Biology, Religious Education, Physical Education and Food Technology.

Learners will be encouraged to reflect on their own learning and progress.

Assessment in RSE will be through a selection of IT opportunities, homework, in class discussion and teacher led assessment and learner feedback.

An overview of the learning in each year group can be found on the School/College websites. Learning is intended to spiral and build as learners progress from Key Stage 3 to 4 and 5 so that topics are taught in an age appropriate manner.

Safe and Effective Practice:

We will ensure a safe learning environment by ensuring that ground rules are set as a class at the beginning of each RSE block and revisited throughout the teaching that term. Teachers and learners will agree ground rules by following the set guidelines given and adding others where needed. Distancing techniques such as staff never giving out personal information, or asking direct questions of pupils are used to allow learners to discuss issues without personalising them. Learners' questions will be answered by factual straightforward answers. All staff teaching RSE will be supported by the PSHCE coordinators, the Year Leader, DSL and the connected SLT lead.

Staff delivering sessions 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.

All staff are trained to follow procedures in line with the WAT Child Protection and Safeguarding Policy. Staff will report to the Designated Safeguarding Lead and in her absence one of their deputies, in line with Trust policy, should there be any concerns raised within a class environment.

Visitors/external agencies which support the delivery of RSE will be only agreed by the SLT lead and will be informed of the WAT Child Protection and Safeguarding Policy.

Engaging stakeholders:

- ❖ The policy will be available to parents through the School and College websites
- ❖ We work closely with parents to ensure that they are fully aware of what is being taught by informing them through the newsletter of when RSE is taught and the content covered
- ❖ Opportunities for parents to talk to PSHCE coordinators are offered at School and College open evenings or by appointment
- ❖ Parents/carers have the right to withdraw their children at Key Stages 3 and 4 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 be withdrawn, the school will arrange this. Requests for withdrawal should be formally requested in writing and addressed to the PHSCE Co-ordinator and Head of School/Head of College. The PHSCE Coordinator and Head of School/Head of College will discuss the request with parents/carers and take appropriate action. If a parent/carer requests that their child be removed from RSE, we will ensure a safe working environment and provide support by ensuring appropriate curriculum related activities are available

- ❖ Governors will be informed of the RSE policy and curriculum through the meeting cycle
- ❖ Learner voice will be used to review and tailor our RSE programme to match the different needs of learners. This will happen through student panels and some online surveys.

Policy Development

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

- i. Review – the PSHCE Lead collated all relevant information including relevant national and local guidance
- ii. Staff – the policy has been reviewed by a core group of staff including the SENDCo and DSL.
- iii. Parent/stakeholder consultation – parents and interested parties were invited to comment on the policy content and development at Wootton Academy Trust open evenings in the academic year 2019/2020. We will continue to consult with parents when developing and reviewing this RSE policy. In line with government guidance, the parental consultation process will not provide a parental veto on curriculum content.
- iv. Learner consultation – A variety of learner groups have been consulted
- v. Ratification – once amendments were made, the policy was shared with governors and ratified

Monitoring and review, policy into practice

We will review this policy at least once every two years. We will also review the policy if incidents occur that suggest the need for review. This policy will be reviewed and monitored by the WAT Curriculum and Standards Committee.