



Alderman Knight

Subject Policy for Relationships and Sex Education

Date Reviewed	May 2023
Reviewed By	Paul Smith – AHT PSD
Next Review Due	
Ratified by Governors	

Aims and Objectives

At Alderman Knight School we see Relationships and Sex Education (RSE) as an integral part of Personal and Social Development (PSD). Through this we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community. We believe that as part of RSE, children and young people should be taught about the nature and importance of stable, committed and healthy relationships for family life and bringing up children.

Objectives

The objectives of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Equal opportunities

All pupils have an entitlement to access the RSE curriculum. All pupils will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All pupils will be given the opportunity to participate in all activities regardless of gender, race, sexual orientation or ability.

Statutory Requirements

As a school, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#). In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Definition

RSE is about the emotional, social and cultural development of pupils, 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

Our RSE curriculum for each tutor group is set out as per Appendix 1, but we reserve the right to adapt it as and when necessary. We have developed the curriculum in consultation with parents/carers, pupils and staff, and have taken into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and thus we aim to minimise the need to seek answers online. Across the whole

school we are following the PSHE Association SEND Framework and this is fully compliant with the statutory requirements of the RSE curriculum guidance.

Planning, preparation and organisation at Primary including:

The RSE curriculum follows the guidance as laid out by the PSHE Association SEND Framework as part of the Changing and Growing unit. For primary it follows these 4 areas:

- Baby to adult
- Changes at puberty
- Dealing with touch
- Different types of relationships

Planning, preparation and organisation at the Secondary phase including:

The RSE curriculum follows the guidance as laid out by the PSHE Association SEND Framework as part of the Changing and Growing unit. For secondary it follows these 5 areas:

- Puberty
- Friendship
- Healthy/Unhealthy relationship behaviours
- Intimate relationships, consent and contraception
- Long term relationships and parenthood

At Key Stage 3 every class has at least a six-week unit of work covering RSE each academic year which is delivered within the timetabled session for PSD of 45 minutes every week in mixed sex groups but usually in single year group settings. Where necessary some specific issues are addressed within single sex groups. They are adapted to address the learning needs of each cohort of pupils, and also to individual pupils as is deemed appropriate. Lessons will be taught by the form tutor for each tutor group.

At Key Stage 4 every class has at least a six-week unit of work covering RSE as part of their two year rolling programme which is delivered within the timetabled session for PSD of 45 minutes every week in mixed sex groups. These are usually delivered in single year group settings. Some specific issues are addressed within single sex groups. They are adapted as necessary to address the learning needs of each cohort of pupils, and also to individual pupils as is deemed necessary. Lessons will be taught by the form tutor for each tutor group.

Relationship education will also be addressed (often on a daily basis) as questions and incidents arise. Teachers may choose to use “tutor time” or make use of an assembly in response to a particular event or issue.

Whole school and class assemblies provide a further opportunity to enhance pupils’ spiritual, moral, social and cultural (SMSC) development, promoting our school’s values and celebrating achievement.

Teaching and Learning including:

A range of teaching and learning strategies are used:

- During timetabled PSD time, an emphasis is placed on active learning through planned discussions, Circle-time, investigations, role-play activities, puppets, group-work and problem-solving
- All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the pupils and reinforced consistently each lesson
- Visiting speakers where relevant (such as health workers) also contribute to the curriculum
- Pupils will sometimes be given leaflets/booklets relating to the subject matter covered, to take home with them.

Specific Issues

- Included within the current programme of study across the key stages is the teaching of body changes such as periods and wet dreams; disposal of sanitary towels; basic personal hygiene.
- Topics such as contraception, emergency contraception, abortion, sexuality will be discussed at late Key Stage 3 and into Key Stage 4.
- Parents/carers will be informed if there is cause for concern regarding any of the above teaching of specific issues.
- Pupils will have access to information regarding local support agencies
- Any disclosures made within lessons will be dealt with in line with the school's Safeguarding Children policy.

Assessment

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning and to ensure clear lesson objectives and outcomes.

Teachers assess children's progress in RSE:

- by making informal judgments as they observe them during lessons and at other times around school
- by keeping a record of individual pupil's progress

We consciously avoid pupil assessments that imply that a pupil has "passed" or "failed".

Pupil Involvement, parental consultation and reporting to parents/carers

Where appropriate, we consult the pupils themselves to ensure what is taught reflects their opinions and, to this end, pupils in each tutor group are addressed prior to the Changing and Growing unit delivery to share the intended content. It is at this stage where they are able to suggest additions to the curriculum and are encouraged to pass on their views to the tutor team. This will then take place later in the unit to ascertain whether there have been any developments following the initial lessons.

Working in partnership with parents and carers is also an essential element of RSE. Parents/carers are informed before the unit of work on RSE is commenced and are provided with an outline of the topics covered through a letter that highlights the specific content being delivered to that class.

Parents and carers cannot withdraw their children from relationships education but they do have the right to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of Science in maintained schools) delivered as part of RSE (i.e. non-statutory) in the secondary phase up until the third term before their 16th birthday. This request should be directed to the form tutor to discuss the matter further in the first instance.

Parents/carers are encouraged to discuss any concerns they may have with us or any related questions around these topic areas. As mentioned above, information on the specifics that are covered for each class is shared with parents/carers via the termly overviews attached to a specific RSE letter. This is further supplemented through a parents'/carers' information evening that is held in school prior to the start of the topic to support an understanding of current RSE guidelines and teaching, and to enable review of the programme of study and materials used. This also provides a further opportunity for us to consult the parents/carers around their views on this topic area and make adjustments should we see fit.

Staffing and resources

At Key Stage 2 discrete lessons are delivered by the form tutor and monitored by the PSD Subject Leader.

At Key Stages 3 and 4 discrete lessons are delivered by KS3/4 form tutors and monitored by the PSD Subject Leader.

An extensive collection of resources is available in school and this is constantly being updated and reviewed in line with current practice. This is further enhanced through pertinent staff CPD around the teaching of RSE to SEND pupils where possible.

Monitoring and evaluation

The PSD Subject Leader is responsible for monitoring the standards of pupils' work and the quality of teaching. The quality of teaching may also be monitored by the Deputy Headteacher responsible for teaching and learning.

Subject development plan

Issues relating to the teaching of RSE are contained within the PSD subject development plan and the Gloucestershire Healthy Living and Learning plan.

Continuing Professional Development

The PSD Subject Leader (one of the school's Assistant Headteachers) supports colleagues in the teaching of RSE, by passing on information and ideas, and delivering staff training as appropriate. We also hold staff meetings to discuss current issues and to make staff aware of new initiatives, practices and resources. In recent times we have also put in place staff training from an external provider and one of our subject teachers has accessed two days of training from an external provider, looking specifically at SEND RSE provision and elements of this will be cascaded to all staff at a training session prior to RSE content delivery. Staff have been signposted to some online training from the NSPCC around this area. We are now looking to deliver staff training through experienced internal staff members and adding a staff working group who will be able to support tutor teams in the planning of high quality RSE lessons.

Links to other school policies

Relationships and Sex Education is far reaching and many other related topics are taught elsewhere in the PSD curriculum (e-Safety for example) as well as some aspects of sex education being delivered in Science. The policies highlighted below further support the teaching of RSE across Alderman Knight School.

Please click this [link](#) to find the policy section on our website, where you will be able to access our PSD policy, E-safety policy and Safeguarding policy.

