

Relationship, Sex Education (RSE) Policy 2020/21



TheRoseSchool
LANCASHIRE

Approved by: CCR / Governors

Date: 17/11/2020

Last reviewed on: November 2020

Next review due by: September 2021

Relationship, Sex Education (RSE) 2020 Policy

1.1 Aims / Intent

This policy covers our schools approach to relationship and sex education. It was produced by Amanda Moran in consultation with staff, parents and Governors.

The aims 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

1.2 School Values

This relates to our school values of Unearth Potential, Enrich lives, Flourish today and tomorrow by helping pupils to gain the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare themselves for life and work in modern Britain.

In order to be happy, successful and more independent in adult life pupils will need the knowledge to be able to make informed decisions about their wellbeing, health and relationships and to build self confidence and self worth we feel that our curriculum can facilitate them in these things.

1.3 Statutory Requirements

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

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

1.4 Policy Development

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

1. Review – Mrs A Moran 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. Pupil consultation – we investigated what exactly pupils want from their RSE

4. Parent/stakeholder consultation – parents and any interested parties were invited to complete a survey online about the policy
5. Ratification – once amendments were made, the policy was shared with governors and ratified

2.0 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.

3.0 Curriculum Design

3.1 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

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: looked after children or young carers).

3.2 At KS3 we use the information from the PSHE Association to guide planning and resources from EHC Resources in lessons which are tailored to our pupils as well resources developed in house.

3.3 At present we use the AQA PSE Award(5800) in Year 11, these do not cover all aspects of KS4 RSE 2020 so the curriculum units are supplemented in order to do so.

<https://www.aqa.org.uk/subjects/work-and-life-skills/award-and-certificate-in-personal-and-social-education/personal-and-social-education-5800/spec-at-a-glance>

In Year 10 we are covering all RSE and completing AQA UNit Standard Award Scheme

<https://www.aqa.org.uk/programmes/unit-award-scheme>

3.4 For more information about our curriculum please see Appendix 1

4.0 Implementation

4.1 RSE is taught within PSHE and Citizenship lessons and is taught as a discrete subject for 45 minutes each week in KS3 and KS4

Pupils also have 1 lesson on a Wednesday morning led by their Form Tutor (life Matters) that feeds into the PSHE curriculum.

4.2 PSHE is taught by A.Moran (AM) with R,O,S and E groups as well as KS4. M.Cutforth (MC) teaches Nature pupils. Standardisation of this is through Mrs Moran and Mrs Cutforth meeting to discuss the planning and implementation of the lessons.

All staff are involved in the 45 minute Life Matters lessons.

4.3 Rose+ pupils are completing units of PSE which are delivered by Rose+ staff. Rose+ pupils have a tailored programme that loosely follows the curriculum map for their Year group. The unit they are working on depends on their start date on Rose+ and engagement in the work over time.

Standardisation of this is ensured by Amanda Moran (AM) working closely with Rose+ staff. AM marks all the units for AQA Assessment.

5.0 Roles and Responsibilities

5.1 The Governing Body

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

5.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from (non-statutory) components of RSE (see section 6).

5.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- 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 headteacher.

5.4 Pupils

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

6.0 Right to Withdraw

Do I have a right to withdraw my child from Relationships and Sex Education (RSE)?

A: Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

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.

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

Letters are sent home to parents prior to sex education being taught in RSE. Parents can then contact school if they want to withdraw pupils.

7.0 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.

8.0 Monitoring Arrangements

8.1 The delivery of RSE is monitored by Headteacher / Deputy Head teacher through:

- i) curriculum plan checks (Half termly)

ii) student work scrutiny

iii) Pupil / staff and parent carer views

iv) Reviewed by Governors

Pupils' development in RSE is monitored by class teachers and Form Teachers as part of our internal monitoring systems.

This policy will be reviewed by Amanda Moran and link Governor annually. At every review, the policy will be approved by Headteacher and Governing Body

Appendix 1 KS3 PSHE and Citizenship

	Autumn	Spring	Summer
Year 1	Financial Literacy Wants and needs Budgeting	Healthy Minds and Relationships - mental health communication	How am I changing? Personal hygiene, puberty, periods, hormones.

	Savings/loans/credit/debit Financial products	Depression focus, anger management, resilience, love and relationships - family, friends, legal marriages. Bullying/ staying safe (and online safety) Conflict resolution and is running away the answer?	Sexual feelings and LGBT+ Consent / unwanted contact -cup of tea FGM Self checking and cancer prevention, screening This will be added into 3a in Year 2 for groups O, S and E as it was missed during lockdown.
	Government , monarchy, political policies, voting, elections 2019	Healthy Bodies - food, exercise. Drugs, alcohol and tobacco Risk of abuse and the law (First Aid to be completed in Wellbeing / PE).	How am I unique? Diversity, identity, prejudice, homophobia, racism and extremism. Radicalisation - signs and prevention
Year 2	Emotional literacy - positive mental health, mindfulness, self awareness, teens and the media, Discrimination - disability focus	Career Development Personal target setting and skills, behaviour management. Challenging career stereotypes and raising aspirations Careers and finance Personal budgeting - income, expenditure, credit and debit Wage slips, NI numbers, tax, pensions	How am I changing? (Moved from 3a last year) Personal hygiene, puberty, periods, hormones. Sexual feelings and LGBT+ Consent / unwanted contact - cup of tea Safe sex Contraception, STIs, consent, pornography, sexting. Teenage pregnancy Online grooming FGM Self checking and cancer prevention, screening
	How am I unique? (moved from 3a last year) Diversity, identity, prejudice, homophobia, racism and extremism. Radicalisation - signs and prevention	British Values - explicit - recap Life matters lessons Celebrating one's own culture and religion. Tolerance. Islamophobia - Sharia law	Body image and the media - male and female. Impact of relationships Focus on eating disorders Selfie obsessions -why? Risks of cosmetic and aesthetic procedure - tattoos
Year 3	Rules, laws and the justice system (Citz) Role of the police and courts. Young offenders Knife crime and its impact Rights and responsibilities	Sexual orientation LGBT+ and tackling homophobia, transphobia and sexism What we should know	Financial decisions - risks and consequences Staying financially savvy and avoiding debt Learning from successful business people
	Managing Conflict at home and outside Peer pressure Assertiveness and risk	Sustainability and the environment Global inequality and poverty	Enterprise Project Plan and implementation

	Gangs Dangers of running away	Fairtrade and ethical shopping	
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All pupils will follow Year 2 in the 2020/2021 academic year

KS4 PSHE curriculum map

Red writing highlights areas that need to be covered in the PSHE guidelines but are not included in the AQA Award units.

Year group	10 (Princes Trust and AQA Unit Standard Scheme)	11 (AQA PSE Units)
Term 1a	<p>Planning for personal Development (PT)</p> <p>Drugs Alcohol limits and abuse Tobacco abuse Danger and misuse of legal drugs Classification of illegal drugs And health risks Law and drugs Social and emotional risks of drug taking Vaping</p>	<p>Relationship and sex education. Types of relationships, parenting, responsibilities, parenting skills, breakups, domestic abuse and arranged marriages. Consent, good sex, contraception, STIs, LGBT+ (Unit 3)</p>

<p>Term 1b</p>	<p>Careers (PT) Informed Career choices and applying for jobs and courses. Choosing careers and finding more information. Completing a CV, application form and a letter of application. Preparation for an interview Planning questions and answers Taking part in an interview and knowing about relationships at work. H&S, rights and responsibilities.</p>	<p>Personal finance Banking services Bank accounts, balance credits and debits Credit cards Interest payments Wage slips Statutory and non-statutory deductions Tax and National insurance Possible Benefits Gambling Unit 4</p>
<p>Term 2a</p>	<p>Careers Relationships and behaviour in the workplace Structure of a business/organisation, rights and responsibilities of an employee, trade union memberships and the advantages and disadvantages, equal opportunities and Health and Safety in the workplace, Risk Assessments</p>	<p>Emotional Well-being Perseverance and procrastination Mental health and ill health along with tackling the stigma. Prejudice and discrimination. Equal opportunities Promoting self-esteem Stress and stress management. Bullying Dealing with change Grief and bereavement Unit 5</p>
<p>Term 2b</p>	<p>Healthy Lifestyles (PT) Sleep Mental health Ill health Taking responsibility for healthy choices.</p>	<p>Diversity, prejudice and discrimination. Celebrating diversity (multiculturalism) British values and community cohesion Types of prejudice and why it might occur Examples of discrimination and the impacts (2010 Equality Act) Stereotyping and the impacts of it Overt and covert racism Extremism and radicalisation unit 12</p>

		(Pupils should have completed this in Year 10 but unfortunately with Covid19 it needs to be addressed properly in Yr11)
Term 3a	<p>Diversity, prejudice and discrimination. Celebrating diversity (multiculturalism) British values and community cohesion Types of prejudice and why it might occur Examples of discrimination and the impacts (2010 Equality Act) Stereotyping and the im</p>	Catch up and finish any units
Term 3b	<p>Personal Safety At home/ at work/ in education Personal responsibility for safety Dangers involved in personal safety, including cyber safety Advice on personal safety</p>	