

The Blue Tangerine Federation

SPECIALIST AND SPECIAL EDUCATIONAL NEEDS SCHOOLS



POLICIES, GUIDANCE AND PROCEDURES

Draft St Luke's School Relationships and Sex Education Policy

Date Established: January 2021

Last Reviewed: N/A

Staff Responsibility: Executive Head

Review Date: January 2023

The Purpose of the Policy

The purpose of the Relationships and Sex Education policy is to:

- Explain the definition, aims and objectives of RSE.
- Describe what we teach and the approaches we use.

This policy helps ensure that the whole school/federation community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

As a school which values personal development in our children and young people we ensure our RSE is up to date and regularly evaluated.

This is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

Definition:

Relationship and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Personal and Social Development (PSD).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline (21st Century Guidance 2014).

Legal Requirements:

The sex education contained in National Curriculum science (Key Stages 1 and 2) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13).
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16).

Every state-funded school must offer a curriculum which is balanced and broadly based and

which:

- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Promotes the spiritual, moral, cultural, mental and physical development of pupils.

(This is stated in section 2.1 of the National Curriculum framework (DfE, 2013a) and relates to duties set out in the 2002 Education Act and the 2010 Academies Act).

Aims and Objectives

The aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Addressing Relationships and Sex Education has three main elements enabling pupils to:

- Explore their own and other peoples' attitudes and values.
- Develop and practice personal and social skills.
- Increase their knowledge and skills.

The Relationships and Sex Education (RSE) policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the under-pinning values and to deliver an effective programme that meets the needs of our pupils.

St Luke's School delivers RSE within the following moral and values framework based on the following principles:

- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- The right of people to hold their views within the boundaries of respect for the rights of others.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.

- An awareness of the way another person feels.
- The value of stable loving relationship.
- Mutual support and co-operation.
- Honesty and openness.
- Self-respect.

Ethos and Environment

This policy has followed the guidance and dawn from the following key reference documents:

- Sex and relationship Guidance (SRE) for the 21st Century: Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000).
- Multi-agency practice guidelines: Female Genital Mutilation (2014).
- DCSF Sex and Relationships Guidance (0116/2000).
- The Equality Act 2010 and schools (DfE 2014b).
- Keeping Children Safe in Education, 2014a).

St Luke’s School will follow best practice by ensuring that the personal beliefs and attitudes of teachers will not influence their teaching of RSE lessons.

Dissemination and consultation/review of policy includes:

- Consultation with wider school community.
- Review of RSE curriculum content with staff and pupils.
- Pupil focus groups or school council.
- Consultation with school governors.
- Questionnaires to parents/carers.

The policy will be available to parents through direct request and available on the website.

Parents and Carers

Parents and carers have an especially important role to play in supporting PSHE/RSE education. St Luke’s School is confident that the school’s programme complements RSE across the school. To enable this, an information session for parents is offered to discuss the RSE programme. At present this available on the school website.

Commented [RA1]:

Parents/Carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. This right becomes that of the child 3 terms before their 16th birthday. Children/Young people can not be withdrawn from RSE/Relationships Education which are covered as part of the statutory science curriculum. At St Luke’s we do not teach sex education that goes beyond the national curriculum for science.

Commented [RA2]:

The PSD curriculum which covers RSE is available for parents by direct request.

Commented [RA3]:

CPD for Staff:

St Luke's ensures RSE/PSHE CPD for staff through:

- Opportunities for the Subject Leader to undertake any training required to fulfil the position effectively.
- CPD by trained practitioners to take place for staff involved in teaching the subject.
- Surveys of all staff with regard to RSE content and support required.

Statement of St Luke's commitment to equal opportunities and inclusion, with reference to the Inclusion and Equal Opportunities Policies:

St Luke's considers the needs of different groups within the school. (Boys and Girls, varying home backgrounds, Sexuality, SEN, LAC, Faith, Ethnicity and Culture etc). The programme is differentiated at point of delivery by trained staff, so that it is appropriate to pupils age, ability, gender and maturity.

We aim to ensure all pupils are treated fairly, with no discrimination or bullying on grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT) and any other groups, however they choose to identify. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).