



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change

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1. Definitions

The “Trust” refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A “School” refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a ‘school’ may span one or several phases of education to the individual academies within the Trust. Depending on the context the term “School” may refer to a singular academy or to all of the academies within the Trust but as separate entities.

The “Staff” refers to any individual who is employed by the Trust or who operates on the Trust’s behalf, e.g. Trustees and Governors.

A “Parent” includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day to day care of a pupil.

A “Pupil” includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term “student” or “child” with no change of definition.

The “Headteacher” is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

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.

2. Scope of the Policy

At St Paul’s Way Trust School we provide RSE to all pupils as per section 34 of the Children and Social Work Act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Our RSE curriculum content supports the wider school values of respect for all and ensures that the teaching is sensitive and age appropriate in our approach. The delivery of the content is accessible to all pupils, including those with SEND. Additionally, lessons and assemblies related to LGBTQ+ are fully integrated into the PD curriculum. Furthermore, our school takes positive action to build a culture

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where everyday sexism and homophobia etc are not tolerated and any occurrences identified and tackled.

National curriculum science from the Department for Education

- At key stage 3 and 4 the national curriculum for science includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.

3. Policy Aims and Ethos

The aims of relationships and sex education (RSE) at St. Paul's Way Trust School are to:

- *Foster healthy and respectful whole school relationships and behaviour between pupils*
- *Provide relationships and sex information that will enable students to make informed decisions and keep themselves safe*
- *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, their bodies and sexual orientation.*

4. Links to Legislation and Guidance Documents

This policy should be read alongside the following other policies:

4.1. Relevant Internal Policies

- SPWF Relationships and Sex Education Policy (RSE)-Foundation School Only
- Child Protection and Safeguarding Policy
- E-Safety Policy
- PD/SMSC Policy
- Anti-Bullying Policy
- Behaviour Policy.

5. Roles and Responsibilities

5.1. The Governors

The **Governing Board** will approve this policy and hold the Executive Headteacher to account for its implementation. Additionally, all governors will ensure that they have read and understand this policy.

5.2. The Associate Headteacher

The Associate Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

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5.3. The Deputy Headteacher (Quality of Education)

The Associate Headteacher is responsible for:

- Supporting the Associate Headteacher in ensuring that staff understand this policy and that it is being implemented consistently throughout the school
- Working with the Associate Headteacher and other staff, as necessary, to address any safeguard issues or incidents
- Ensuring that any safeguarding incidents are dealt with appropriately in line with this policy
- The SL Personal Development is responsible for supporting the Associate Headteacher to update and deliver RSE staff training and liaises with other agencies and/or external services if necessary.

5.4. Personal Development Lead

- Planning the Personal Development curriculum, including RSE
- Co-ordinating training for staff on delivery of RSE
- Co-ordinating external visits to supplement the school's in-house Personal Development curriculum
- Monitoring and supporting staff with delivery of RSE.

5.5. Staff

Staff are responsible for:

- Delivering RSE topics 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/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 Associate Headteacher.

5.6. Pupils

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Associate Headteacher. This will be reviewed and discussed with parents before the decision is granted.

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7. 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. Staff will have the opportunity to give feedback related to RSE, including feedback on training, support and lesson delivery in the classroom. This evaluation will be used to inform and identify training needs and ways in which RSE provision can be enhanced further.

8. Monitoring Arrangements

RSE is monitored through drop-ins carried out by SLT and Pastoral Leaders. During PD lessons self-assessment is actively encouraged as pupils are given time to reflect on their progress and achievements. This is done via their PD worksheets which they keep for reference following PD lessons.

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

9. Policy Development

- The development of this policy is informed by DFE guidance and prior to issuing the statutory guidance for the delivery of RSE in schools, the DFE conducted a national consultation with groups of parents, young people, schools, RSE experts and a range of faith, community and social organisations
- Parental consultation was taken through information session held as a part of the parent evenings, during which changes were explained and opportunity was given to raise questions
- This policy also acknowledges the work the LBTH Healthy Lives Team has done to ensure that representatives from our local community of parents and faith groups understand and engage with the statutory requirements of the RSE curriculum.

10. Curriculum

An overview of the RSE content is set out in the appendices, however, we may need to adapt it as and when necessary. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

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

- Families/Parenthood
- Respectful relationships, including friendships
- Being safe inside and outside of school including Up Skirting

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- Intimate and sexual relationships, including sexual health (STIs)
- Consent, including the age of consent and the law relating to consent
- Violence against women and girls including female genital mutilation (FGM)/Sexual Harassment
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, pornography etc)
- Abortion
- Sexuality
- Gender identity including LGBTQ+
- Relationship Abuse including Domestic Abuse/Forced Marriage.

For up to date information about our RSE curriculum, see <https://www.spwt.net/secondary/personal-development>. We 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).

11. Delivery of RSE

RSE is taught within the Personal Development curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

12. Appendix 1

Our resources are informed by a range of external providers of RSE resources, including but not exclusively:

- the *Quality Mark resources* from the **PSHE Association** website, via 'resource search'.
- The **Sex Education Forum** which is an online organisation providing guidance and resources about sex education.
- **Switched On** which is a series of PSHE resources including RSE for KS3 and KS4 developed by Theatre Centre.
- **Rise Above** an online forum which offers advice to young people about issues they might struggle with including RSE.
- **ThinkUknow** an online education programme from NCA-CEOP, a UK organisation which protects children both online and offline.

<https://www.spwt.net/secondary/personal-development> The school website has an up-to-date curriculum map for Personal Development.

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13. Appendix 2

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

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14. Approval Signature

Signature of (enter position e.g. Chair)

Executive Headteacher



Print Name

Phil Akerman

Date

February 2022

Signature of (enter position e.g. Chair)

Chair of Governors



Print Name

Joe Hall

Date

February 2022

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