



PERSONAL DEVELOPMENT RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

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Signature of Chair/Vice Chair of Local Governing Body:



RATIONALE AND ETHOS

This policy covers the West Trafford Learning Partnership's approach to Relationship and Sex Education (RSE). It was produced by the Heads of Social Science, through consultation with the statutory national framework September 2020, pupils, parents, school colleagues and external agencies. We define 'relationships and sex education' as lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a positive family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

Both schools believe that relationships and sex education is essential for our pupils and our school if young people are to make responsible and well-informed decisions about their lives. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE/Character Education will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

We view the partnership between home and school as vital in providing the context of positive, healthy and fulfilling relationships. Schools will assume varying input of RSE education at home to ensure that all pupils receive fair and equal standards of information and guidance, to close gaps in their understanding. Both schools will endeavour to provide neutral, non-biased information about RSE with respect for family values.

Our overarching aims are to support our pupils to develop emotional resilience, make informed healthy choices and to become engaged active citizens in society locally, nationally and globally. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by differentiating our teaching and learning practices within the parameters of each school's delivery model.

We ensure RSE fosters gender equality and LGBT+ equality by promoting positive attitudes, values and respect and tolerance. Non-prejudicial coverage of the practices of people of different genders and sexualities are balanced and inclusivity is encouraged and role modelled.

The intended outcomes of our programme are that pupils will engage with the three main elements:

- **Attitudes and Values**
 - learning the importance of values and individual conscience and moral considerations;



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- learning the value of family life, stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas; and
 - developing critical thinking as part of decision-making.
- **Personal and Social Skills**
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict; and
 - learning how to recognise and avoid exploitation and abuse.
 - **Knowledge and Understanding**
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - learning about contraception and the range of local and national sexual health advice, contraception and support services;
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and the avoidance of unplanned pregnancy.

ROLES AND RESPONSIBILITIES

The RSE programme in each both secondary schools will be coordinated by the lead for Social Science and the Assistant Head responsible for SMSC and Personal Development. This is delivered within each school's curriculum model for the coverage of Character Education, Personal, Social, Health and Economic Education (PSHEE), Citizenship and Careers Education intrinsic to Personal Development. It will be supported by the Pastoral team who will endorse curriculum content. A trust wide working party will be made up of the Heads of Social Science from across all secondary schools involved in the Trust Improvement Partnership; the relevant Assistant Headteacher responsible for Personal Development in each school; the Safeguarding Lead and the Pupil Welfare Officer to ensure a collaborative approach to RSE in the interests of the young people. Teaching staff will receive RSE training on topical issues to support pupils with their safety and responsible decision making.

LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)

We are required to teach relationships education/RSE as part of the Personal Development curriculum. Current regulations and guidance from the Department for Education state that as well as preserving two points on parental rights and appropriate teaching, the regulations will ensure that:

- The Secretary of State issues guidance on delivering these subjects, which all schools must have regard to, including setting out that pupils are taught:
 - safety in forming and maintaining relationships,
 - the characteristics of healthy relationships,



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- how relationships may affect mental and physical health; and
- Schools must publish and make available a policy on the subjects.

The RSE policy supports/complements the following policies:

- Child Protection and Safeguarding
- SEND
- Teaching and Learning
- Monitoring and Assessment
- Diversity and Inequality

Documents that inform the RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance 2019
- Children and Social Work Act (2017)

CURRICULUM DESIGN

The curriculum design is bespoke to both secondary schools and the RSE programme is delivered within their allocated 'Personal Development' and/ or Social Science/Character Education timetable allocation and will cover all statutory curricula as prescribed by the Department for Education as detailed on page 2 of this policy. Our RSE programme is inclusive of all aspects of attitudes and values; personal and social skills, and knowledge and understanding. We will ensure RSE is matched to the needs of our pupils by providing pupil voice opportunities to inform planning priorities and baseline assessment of prior knowledge and understanding. Our RSE programme will be planned and delivered through the school Character Education/Personal Development programme in discrete lessons, pastoral time and Personal Development Enrichment opportunities throughout the age range. Our RSE programme will be taught through a range of teaching methods and interactive activities, including group discussion, independent literacy focused tasks, skills-based projects and the use of multimedia.

Active learning methods will include contraception demonstration sessions using specialist equipment and up-to-date models and mock examples. Lessons will be differentiated by pedagogy, literacy content and made age-appropriate to ensure full timely engagement and access to the necessary content. High quality resources will support our RSE provision and will be regularly reviewed by the Head of Social Science at each school as part of the annual department school improvement planning process. Resources and good practice is also shared between the Trust's Heads of Social Science at Trust Improvement Partnership (TIP) meetings. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin our schools' values of respect and tolerance. Learning about relationships and sex education in their Personal Development time will link to/complement learning in Science. Pupils will be encouraged to reflect on their own learning and progress by receiving verbal and written feedback and given adequate time to 'make a difference'. Pupils will receive a target grade and attainment grades in line with a school devised assessment framework, and their progress is tracked and communicated to relevant stakeholders. Assessment in RSE will take the approach of teacher, self, peer, verbal and written. Pupils will receive formative assessment and summative assessment



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feedback termly. An overview of the learning in each year group can be found on each school's website for Social Science under Curriculum Overviews.

SAFE AND EFFECTIVE PRACTICE

Schools will ensure a safe learning environment by managing behaviour effectively and following class-devised ground rules, specific to the study of RSE. Teachers and pupils will agree 'ground rules' by negotiating priorities at the outset and these will be discussed and displayed each lesson. These are in addition to the minimum operating standards of the school. Distancing techniques such as anonymous questions and the safeguarding principal of keeping contributions anonymous to maintain privacy and confidentiality of both pupils and teachers will be enforced.

Pupils' questions will be answered by the teacher of RSE and where appropriate professional outside agencies e.g. The Northern Sexual Health Clinic. Sensitive issues will be handled by being prepared and informed, being ready to react to sensitive content and warning pupils at the outset of the lesson, the nature of its content and reinforcing the pre-agreed ground rules. Disclosures of a sensitive nature will be recorded on CPOMS and the Safeguarding policy adhered to in a timely fashion. Pupils will be able to raise questions anonymously with strategies such as the use of post-it notes and each class having a designated jar that they are free to top-up with questions. Anonymous questions are answered on a regular basis. All staff teaching RSE will be supported by their Head of Social Science and provided with resources to ensure consistency of approach and content.

SAFEGUARDING

Teachers 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. Teachers will consult with the designated safeguarding lead and in his /her absence their deputy. Visitors/external agencies which support the delivery of RSE will be required to be DBS checked and provide their planning and resources in advance of delivery for approval by the Head of Social Science. They will be briefed by the Teacher of RSE who would remain present and involved in the session at all times.

ENGAGING STAKEHOLDERS

Parents will be informed about the policy through the school website and in the first instance they will be directed to its presence via letter. The policy will remain available to parents through the website. We are committed to working with parents and carers by including Social Science subjects (of which RSE is an integral part) alongside all other curriculum subjects for communication including; pupil planner, progress and attainment reports; and progress evenings etc.

We work closely with our parents/carers to ensure that they are fully aware of our model of delivery for RSE in advance of teaching. We also provide a matrix which breaks down how the 2020 statutory RSE Curriculum is planned across Year 7 to year 11 ensuring that parents/carers are aware of their right to withdraw from the sex education component of the RSE curriculum. This information is included within the Year 6 induction pack and is also included on the school website alongside curriculum plans. Further information is provided in the Key stage 4 Pathways booklet.

In addition, parents/carers are provided with an opportunity to attend Parents/Carers in Partnership sessions where the statutory 2020 RSE provision can be discussed. Attendees are provided with relevant information resources from the Department for Education as appropriate. All school resources used are endorsed by either the PSHE Association, other external agencies who provide support for this aspect of the curriculum, and other government Public Health initiatives.

Parents and carers have the opportunity to discuss the activities and resources at school Progress Evenings and Open Morning/Evening events. We will notify parents/carers when the Sex Education



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component of the statutory will be taught through the RSE planning matrix on the school website. We will use our text alert system when we have external speakers and outside agencies supporting delivery. Parents/carers have the right to withdraw their child from the sex education component of the RSE curriculum up to three terms before their child's 16th birthday. At the age of 16, it then becomes the young person's choice to withdraw from this aspect of the curriculum. (*DFE Relationships Education, Relationships and Sex Education -RSE-and Health Education 2020 page 18 paragraph 47).The health education component of the RSE curriculum is statutory).

[*https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

We would require parents and carers to meet with the Headteacher and Head of Social Science to discuss the withdrawal of their child and put any subsequent request in writing. If a parent/carer requests that their child be removed from Relationships and Sex Education, we will utilise the lesson time and place the pupil in an area of the curriculum where they would benefit from additional learning. The pupil and parents would be supported in the coverage of RSE through recommendations of appropriate information sources which they can refer to at their discretion.

Governors will be informed of the RSE policy and curriculum through the line management process and the Assistant Headteacher responsible for Personal Development. The policy will also be available on the Trust website.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils as part of the Improving Quality of Teaching and Learning (IQTL) protocols on a termly basis.

MONITORING, REPORTING AND EVALUATION

Teachers will critically reflect on their work in delivering RSE through an audit of the curriculum using PSHE Association guidance to ensure coverage of statutory content as stipulated by the DfE. The Social Science department will also engage in the annual Department School Improvement Planning and tri-annual department reviews using the Ofsted criteria.

Pupils will have opportunities to review and reflect on their learning during lessons with verbal and written feedback, target setting and attainment grades provided. Pupils will then be provided with opportunities to improve their learning in light of feedback.

Pupil voice will be influential in adapting and amending planned learning activities, especially the effectiveness of pastoral and enrichment opportunities provided to KS4.

RSE POLICY REVIEW DATE

This policy will be reviewed on September 2020.

It will be reviewed by Mrs S Lord & Mrs J Senior Heads of Social Science and Lead Teachers of RSE.

This will ensure quality and relevance of RSE coverage is maintained across both Key Stages, is age appropriate and in accordance with the statutory guidance for RSE from the Department for Education.