

Relationship and sex education policy

South Dartmoor Community College



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1. Aims

The aims of relationship 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

2. Statutory requirements

From September 2020, relationships and sex education will become statutory in all secondary schools in England.

At South Dartmoor Community College we teach RSE as set out in this policy.

3. 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 – a member of staff 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. Parent/stakeholder consultation – parents and any interested parties were invited to send in their thoughts regarding the policy (COVID 19 prevented meetings)
4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. 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.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online

For more information about our curriculum, see our RSE specific curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS).

Across all Key Stages, pupils will be supported with developing the following skills:

- › Communication, including how to manage changing relationships and emotions
- › Recognising and assessing potential risks
- › Assertiveness
- › Seeking help and support when required
- › Informed decision-making
- › Self-respect and empathy for others
- › Recognising and maximising a healthy lifestyle
- › Managing conflict
- › Discussion and group work

These skills are taught within the context of family life.

7. Roles and responsibilities

7.1 The governing board

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

7.2 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 8).

7.3 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.

We are not yet sure who will make up the teaching team for RSE at SDCC, this will depend on the timetable

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non statutory components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

If students are withdrawn they will complete alternative PSHE work in The Place.

Alternative work will be given to pupils who are withdrawn from RSE.

9. 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Carol Murray through:

Book looks, student voice, lesson observation, data trawls, planning scrutinies, learning walks, etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Ralph Wickenden annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1st Half Term	Menstruation, FGM and puberty	
	Spring 1st Half Term	Energy drinks, carrying a knife	
	Summer 1st Half Term	What is your identity, equality act 2010, breaking down stereotypes, prejudice and discrimination, challenging Islamaphobia, consent and boundaries, respect and relationships, what makes a good friend, friendships and managing them, being positive and self esteem, what does it mean to be a man	
Year 8	Autumn 1st Half Term	Proud to be me and career choices, a supportive friend, being assertive passive and aggressive, child abuse, types of bullying	
	Spring 1st Half Term		
	Summer 1st Half Term	LGBT – what is it, Intro to relationships and sex education, healthy relationships, sexual orientation, gender identity, introduction to contraception, what is love.	
Year 9	Autumn 1st Half Term	Media and airbrushing,	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 1st Half Term		
	Summer 1st Half Term	Sexual consent and the law, FGM and the law, delaying sexual activity, why have sex, relationships and partners, pleasure and masturbation, what are STIs, STIs, contraception, condoms, contra, sexual harassment and stalking, HIV and AIDS, AIDS prejudice and discrimination.	
Year 10	Autumn 1st Half Term	Targeted advertising, marriage what is it, child abuse	
	Spring 1st Half Term	Honour based violence, forced marriages, keeping data safe,	
	Summer 1st Half Term	Me too and times up, campaigning against FGM, sexting nudes and dick pics, porn, porn, domestic abuse and violence, sexual violence, sexualisation in the media	
Year 11	Autumn 1st Half Term	Insta life vs real life, teenage pregnancy choices, abortion, parenthood, love and abuse are not the same.	
	Spring 1st Half Term	Peer on peer bullying, fertility and what impacts it, alcohol and sex, revisiting sexual health, contraception.	
	Summer 1st Half Term		