

RELATIONSHIPS & SEX EDUCATION POLICY

Mission Statement

We will be uncompromisingly focused on ensuring every individual is successful.

1. **Excellence** – We will provide students with opportunities in which to excel, to empower them to make free choices as a foundation for the best possible future; with outcomes in line with or better than their peers nationally.
2. **Equality** – We will provide high quality teaching and learning, delivering a broad, knowledge rich curriculum, where high aspirations are the norm and success is celebrated, to all students regardless of their background, ethnicity, religion, gender, educational need.
3. **Truth** – We will pursue truth open-mindedly, seeking to help students to enquire, question and challenge, helping them to be well-rounded, resilient, confident, independent learners with a love for learning.
4. **Respect** – We will create a safe community that has at its core an understanding of deep respect for self, for others and for the environment; strong relationships are key.

Executive Head teacher: Jen Veal
PSHE Lead: Danny Murray
SDCC & the Atrium reviewed this policy: March 2022 SDCC & the Atriums' Governing Board accepted this policy: March 2022 This policy will be formally reviewed bi-annually.

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AIMS

The aims of RSE at South Dartmoor Community College (SDCC) and the Atrium are to:

- Provide a framework in which sensitive discussions can take place between students, facilitated by their teacher.
- Prepare students for puberty, and give them an understanding of human sexual development and the importance of health and hygiene.
- Help students develop self-respect, respect for others, confidence, self-esteem and empathy.
- Create and embed a positive culture around sexuality and relationships.
- Teach students appropriate vocabulary to describe themselves and their bodies.

At SDCC and the Atrium, RSE has three main elements, all of which are important in our balanced RSE programme:

Attitudes and values:

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, stable and loving relationships for the nurture of children and the role of marriage;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- 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, and respect 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;
- 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;
- The avoidance of unplanned pregnancy and sexually transmitted disease.

STATUTORY REQUIREMENTS

As a secondary school we must provide RSE to all students 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](#).

At SDCC and the Atrium we teach RSE as set out in this policy.

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DfE Requirement

'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all students receiving secondary education'.

POLICY DEVELOPMENT

This policy is developed in consultation with staff, students and parents. The consultation and policy development process involves the following steps:

1. Review – a member of staff or working group compiles relevant information including relevant national and local guidance.
2. Staff consultation – all school staff are given the opportunity to review the policy and make recommendations.
3. Parent consultation – parents are invited to email feedback about the policy.
4. Student consultation – we ask students for their views on the programme of study for RSE.
5. Governors: Governors review and approve the policy.

Students have been involved in the creation of this policy through the use of student voice, which has been conducted within their PSHE lessons.

Parents and carers are informed about the policy through the College website which has all policies listed. Parents who would like a hard copy may request one by contacting the school reception.

CURRICULUM

Our curriculum is set out as per the curriculum overview documents found on the school website. We have developed our curriculum in consultation with students and staff, taking into account the age, needs and personal development of students. If students ask questions about RSE outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed or will refer the student for appropriate additional support. This will avoid students needing to seek advice from unreliable sources such as some of those found online.

DELIVERY OF RSE

RSE is taught within the personal, social, health and education (PHSE) curriculum, or Future Horizons lessons as they are called at the college. There are discrete Future Horizons taught lessons once or twice a week, depending on the half term. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in our programmes of study for religious education (RE).

Students also receive additional sex education sessions, planned as part of our curriculum, delivered by trained health professionals.

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

- Family.
- Respectful relationships, including friendships.
- Online and social media relationships.

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- Being safe within relationships.
- Respectful intimate and sexual relationships, including sexual health.

Equality and inclusion are essential principles that underpin our deliver of RSE.

INTENT

Through our RSE curriculum, we intend that students will develop positive and healthy relationships of all types, not just sexual relationships. The RSE curriculum focuses on what constitutes a healthy relationship in a wide range of contexts including healthy friendships, a healthy working relationships, a successful marriage or other form of committed relationship. Students are taught how to manage positive healthy relationships and the impact that relationships can have on their mental and physical wellbeing. Students are also taught about resisting potential pressure to have sex before they are ready or willing, contraception, and where to get help and advice about sexual relationships. Alongside this education students are also taught to recognise healthy family relationships to support them to develop the skills and personal qualities so that they can be happy and healthy adults. Students explore essential topics such as the law related to sex, sexuality, sexual health and gender identity. All of these topics are explored in a sensitive and age appropriate manner throughout our seven year programme for RSE provision.

For more information about our RSE curriculum see further information which can be found on the school website.

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. Our programmes of study includes acknowledgement of the wide range of families which includes single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and foster parents/carers amongst other structures. Our teaching is sensitive to our students' contexts and recognises that children will have a variety of structures of support around them (for example: looked after children or young carers).

RSE EDUCATION AND SAFEGUARDING

We ensure that where students indicate that they may be vulnerable and at risk, they receive appropriate support through the pastoral team and the safeguarding team who have the skills to deal with situations where students may be at risk.

This policy is informed by the college's safeguarding/child protection policy which ensures legal obligations are met and states that:

South Dartmoor and Atrium recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils and expects all staff, governors and volunteers to share this commitment. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We listen to our pupils and take seriously what they tell us, children are aware of the adults they can talk to if they have a concern. When there are concerns for a child's welfare we may need to share information and work in partnership with other agencies. We will ensure concerns are discussed with parents/carers first unless we have reason to believe that by doing so would be contrary to the child's welfare. Child protection forms part of the school's safeguarding responsibilities and we take a zero tolerance approach to abuse.

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We promote the needs and interests of all students, irrespective of gender, culture, ability or personal circumstance by studying a variety of topics in line with the DfE statutory guidance on RSE education.

Our curriculum and teaching takes into account the age, ability, readiness, and cultural backgrounds of children including those with English as a second language to ensure that all can fully access RSE education provision. We promote diversity and inclusion and consider all students' needs by applying the college's accessibility policies and promotion of British Values throughout the college and the curriculum. We expect our students to consider others' needs by upholding the British Values of Tolerance and Mutual Respect.

INCLUSION

We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by differentiation of the learning tasks which are set to ensure these are suited to student ability, emotional development and needs. Delivery of RSE to SEND students follows the guidance within the student's individual learning passport. Our TA team support the differentiation, pre-teaching and re-teaching of key content as appropriate.

We recognise the entitlement for all students to have access to RSE education and learning which meets their needs. We ensure that students with SEND receive access to RSE through a carefully tailored learning experience which may be delivered by a trusted adult within the HUB.

We ensure RSE fosters gender equality and LGBTQ+ equality by teaching about a range of relationships including heterosexual, homosexual, bisexual and pansexual as well as non-binary and other forms of gender orientation and sexuality. We ensure the curriculum is broad and balanced by keeping up to date with the relevant laws and examples of modern day case studies as well as responding to the needs of students at SDCC and Atrium, which may change year on year. Responsibility for reviewing and updating the RSE curriculum is held by an appropriately trained and qualified subject leader who also coordinates and facilitates appropriate training and support for our team of RSE/PSHE teachers.

ROLES AND RESPONSIBILITIES

The governing board:

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

The Executive Head teacher:

The Executive Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

Staff:

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual students.

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- Responding appropriately to students 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 require further training or support to confidently teach RSE should discuss this with the subject leader for RSE/PSHE.

Students:

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat the views of others with respect, empathy and sensitivity.

RIGHT TO WITHDRAW

Parents/carers 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 turn 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Executive Head teacher.

Requests will be recorded in the student's educational record. The Executive Head teacher may wish to discuss the request with parents/carers before taking appropriate action. She will consider any requests for a student to be withdrawn on an individual basis, taking full account of the views of parents.

Alternative, appropriate work will be provided for students who are withdrawn from sex education.

TRAINING

Staff are trained in the delivery of RSE as part of their professional development. Whole staff training, as appropriate, is included in our training programme. Teachers meet as a RSE/PSHE team once per term where topics which are due to be taught are discussed and there is an opportunity to collaboratively share ideas and best practise and for the subject leader to provide advice and support.

The Subject Leader for PSHE may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the subject leaders for PSHE/RSE through regular monitoring of all aspects of provision in this area. This includes but is not limited to:

- College culture and behaviour around school.
- Feedback from tutors and teachers.
- Feedback from TAs and non-teaching staff.
- Parental surveys and feedback.
- School and subject development planning.
- Lesson visits to PSHE/RSE lessons.
- Learning walks.
- Student voice.

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- Student work scrutiny.
- Pastoral leads meet weekly with the senior leader responsible for Safeguarding to consider and review student needs.

Students' responses to RSE are monitored by class teachers as part of our school assessment systems as well as through student voice surveys. Student voice at SDCC and the Atrium is an essential and valued part of our routine provision review which helps further develop the RSE curriculum. The Student Council also has a role in identifying the needs of students and suggesting approaches to meet these needs. Student voice surveys are conducted three times per year in RSE/PSHE; this allows students to express ideas and opinions about topics which they feel are important to their education and personal development.

This policy is reviewed bi-annually by the subject lead for PSHE/RSE in consultation with staff and school leaders. Policy amendments are subject to approval by the governing body.

LINKED POLICIES

This policy supports and complements the following documents:

- Child Protection and Safeguarding policy.
- Prevention of Radicalisation and Extremism (Prevent).
- British Values.
- Careers Education.
- Anti-bullying policy.
- E-safety policy.
- Teaching and Learning.
- Behaviour.

PARENT/CARER FORM: WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Tutor group	
Name of parent/Carer		Date	
Reason for withdrawing from sex education within Relationships and Sex Education			
Any other information you would like the school to consider			
Parent / Carer signature			

TO BE COMPLETED BY THE COLLEGE	
Agreed actions from discussion with parents	
Signed:	