



Title:	Relationships and Sex Education Policy
Policy Coordinator:	Dhanisha Tailor
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Chair of Management Committee:	Seeta Mevani
Head Teacher:	PK Maselino

1. Policy Development

This policy was developed by the PSHE/RSE Lead, in consultation with school governors, students, staff, parents and carers and wider community partners

2. Compliance with Statutory Requirements

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes RSE and Health Education statutory in all schools. Our policy complies with the following statutory requirements and recommendations, as outlined and delivered through our PSHE curriculum:

2.1 Relationships and Sex Education will be compulsory in all Schools – this includes academies, free schools and independent schools

2.2 Health Education will be compulsory in all Schools – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

3. Purpose of the RSE & PSHE Policy

This policy has been written as part of our statutory requirement to produce an RSE policy and sets out the following:

- Our approach to delivering statutory RSE and Health Education within a comprehensive PSHE curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering PSHE under the three strands of Health & Wellbeing, Living in the Wider world and Relationships
- Our definitions for RSE & Health Education
- Guidance for staff and outside visitors about approaches, organisation and content for our PSHE curriculum
- Information for parents and carers about what is taught and when in PSHE, along with specific information about their involvement with RSE and the right to withdraw
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review

4. Aims of Policy

This policy outlines our commitment to providing students with the knowledge, skills and attributes needed to manage their lives, now and in the future. Delivering a broad and balanced life-skills PSHE curriculum, through our three strands of Health & Wellbeing, Living in the Wider World and Relationships is essential for us in helping our young people to stay healthy and safe, while preparing them to make the most out of school, work and life. Through quality delivery, our PSHE programme aims to develop:

- Confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives

- Young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially
- Responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society
- Successful learners who enjoy overall learning, making progress and achieving success

Further to this, the following aims will be achieved by providing students with the knowledge, skills, attitudes and attributes within the RSE elements of the programme (which is embedded throughout PSHE lessons), supporting them to be able to:

- develop confidence to talk, listen and think about feelings and relationships
- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self-esteem
- develop skills to make and maintain healthy, nurturing and positive relationships of all kinds, including family relationships, friendships, intimate relationships and other kinds of relationships that are an equally important part of becoming a successful and happy adult
- gain accurate knowledge and understanding about the facts and law about sex, sexuality, sexual health including contraception, and gender identity in an age-appropriate and inclusive way
- be clear about issues relating to consent within all relationships, including when developing intimate relationships, and resisting pressure and/or not applying pressure to have sex.
- develop personal responsibility for one's actions
- know where to get confidential advice and support

5. Definitions for RSE and Health Education

5.1 Relationships and Sex Education (RSE)

“RSE is taught throughout all three pathways of the PSHE curriculum and will include learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is learning about the physical, social, emotional and legal aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. It should equip young people with the information, skills and positive values to have happy, healthy and safe relationships, to enjoy their sexuality, to take responsibility for their sexual health and well-being, now and in the future.”

5.2 Health & Wellbeing

“Health & Wellbeing is taught throughout all three pathways of the PSHE curriculum and will involve learning about the characteristics of good physical health and mental wellbeing and the

equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health & wellbeing supports our young people to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.”

6. Organisation of PSHE

6.1 Year groups 7 - 11 will receive 1 x 45 min PSHE lessons each week, taught in form groups. All year groups will also be involved with PSHE through assigned workshops and assemblies.

6.2 There will be a dedicated PSHE staff team who will be trained and equipped to deliver PSHE lessons across the year groups. It is important to note that where outside visitors help to deliver RSE they are not there to replace teachers but to enrich existing programmes by supporting the school.

6.3 National events, which link with the PSHE curriculum, such as anti-bullying week will be celebrated throughout the School outside of PSHE dedicated lesson time

7. Content of PSHE Curriculum

In the primary phase, RSE covers relationships and health education. In Year 6, Sex Education is covered in the summer term and the children are taught about ‘how babies are made’. Parents have the option to withdraw their child from these lessons by refusing consent upon entry to the school. Relationships education is about the emotional, social, and cultural development of students, and involves learning about relationships, growing and changing (puberty), healthy lifestyles, diversity, and personal identity. This involves a combination of sharing information and exploring issues and values.

In the secondary phase, RSE is about the emotional, social, and cultural development of students, 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. Relationships Education will be delivered throughout the Primary phase and Relationships and Sex education will be delivered as part of the PSHE Curriculum in Key Stages 3 and 4.

8. Approaches for Delivering Effective PSHE

8.1 Creating a Safe and Supportive Learning Environment

PSHE often works within students’ real life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with every class in the school, and referred to during the start of every half term in PSHE lessons. This helps to secure an atmosphere within which students feel able to discuss concerns, feelings, sensitive issues.

8.2 Confidentiality

In the course of PSHE lessons, students may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to our Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that students know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported

as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so. The school will ensure that staff understand that they cannot offer unconditional confidentiality to students. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

8.3 A Range of Learning Approaches

Active and interactive engagement is most effective in PSHE. In every section of the course a variety of teaching and learning styles are used including videos, information sheets, visual aids and models, games, role-play, the Internet and visits by external organisations.

8.4 Relevant resources

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of students. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

8.5 Use of External Organisations

We work with various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our young people. We work in partnership with all external organisations to ensure that all activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributors are made aware of our confidentiality and safeguarding policies to make sure that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

8.6 Groupings

The PSHE curriculum will be delivered through a variety of lessons, whole class lessons and smaller group work.

8.7 Responding to Students' Questions

It should be recognised that questions from students will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities or class discussions, as appropriate.

8.8 Meeting the Needs of SEND Students

PSHE lessons need to be accessible to all students including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare young people for adulthood outcomes. These students can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate SRE and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all students by using appropriate resources, small group work and providing CPD for teachers. The lead for PSHE will also arrange 1-1 meetings with the SENCO coordinator to make sure the needs of SEND students are being met.

9. Specific Issues Related to Sex Education

9.1 Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents/carers will be invited to read the RSE & PSHE policy, including our approach to Relationships and Sex Education. This helps to establish consultation and a partnership with home, which reinforces the dual responsibility for PSHE learning. We take opportunities to inform and involve parents/carers in the following ways:

1. By making our commitment clear in the school handbook/brochure/website
2. By inviting parents/carers to discuss personal development when their child enters the school

As such, parents/carers are specifically made aware of their right to request that their child be withdrawn from some or all of the sex education we deliver within statutory RSE, but not from those lessons which fall under the statutory science curriculum. The parental right to withdraw your child applies up until three terms before your child turns 16. After that point, if the young person wishes to receive sex education rather than be withdrawn, they have the statutory right to request to do so without their parents being notified or seeking their permission. At these times, the school will make arrangements to provide the child with sex education during one of those three terms.

Sex education at The Helix is defined as any lesson which covers topics under the “Intimate and sexual relationships, including sexual health” as outlined on the RSE statutory guidance by the DfE. Any topics under this section which fall under the Science curriculum cannot be withdrawn from.

Parents/carers do not have the right to withdraw their child from any lessons on Relationships or Health Education. If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then complete a request in writing and send this to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education lessons.

9.2 Answering Pupils’ Sex Education Questions

We encourage curiosity in young people as it is an important part of their learning and they ask questions related to sex education, both in and outside of lessons. This means that students who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that young people who don’t have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

10. An Inclusive Approach through a Moral and Values Framework

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships

- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them
- Young people are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some young people may have a different structure of support around them (for example: looked after children or young carers)

We believe that students should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of young people based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children, or when considering the characteristics and legal status of other types of long term relationships.

Within the RSE elements of our programme, young people are supported and guided in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents and carers, we aim to help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life, and to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

10. Roles and Responsibilities

10.1 The Governing Body

The governing body will hold the Headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to Seeta Mevani

10.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

10.3 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/carers 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 Headteacher.

10.4 Pupils

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

11. Assessing PSHE and Monitoring the Programme

The PSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, team teaching, student work scrutiny and discussions with those involved
- Supporting staff to assess students' progress, in line with the school's assessment procedures
- Evaluation of the programme will be made by assessing the attitudes of the students, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of students, staff and parents will be sought and taken into account as the programme develops and changes.
- Recommending targets for whole school development

12. Training staff to deliver PSHE

It is important that staff delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE/RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving students in their own learning
- Managing sensitive issues

13. Disseminating and Monitoring the PSHE Policy

A copy of this policy will be supplied to all staff and governors. A full copy will be published on the school website and made freely available to parents on request. Copies will also be supplied to other professionals whose work relates to PSHE or who may be involved in its delivery.

The guidance should be read in conjunction with:

● **Keeping Children Safe in Education (statutory guidance) (2024)**

- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) (2018)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between students) (2016)
- Equality Act 2010 and schools (2010)
- SEND code of practice: 0 to 25 years (statutory guidance) (2015)
- Alternative Provision (statutory guidance) (2013 – updated 2016)
- Mental Health and Behaviour in Schools (advice for schools) (2018)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (2017)
- Sexual violence and sexual harassment between children in schools (advice for schools) (2018)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of students’ spiritual, moral, social and cultural (SMSC) (2018)
- National Citizen Service guidance for schools (2017)