



The ClereSchool

Relationship and Sex Education Policy

Date of Policy Issue: July 2023	Date of Policy Review: July 2024
Approved by Whole Governing Body	

Aims/Objectives

The aims of relationships 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

The Clere School is committed to providing a socially inclusive pastoral programme, which values enrichment activities that cover academic, social and personal opportunities. The school aims to cultivate students' spiritual, moral, social and personal development by promoting the importance of responsibility, integrity and community. We believe this will allow for the development of confident, articulate citizens who are able to offer a diverse and adaptable range of personal, social and academic skills to the wider community

2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. Additionally the teaching and delivery of RSE will take into account the Public sector equality duty as found in The Equality Act 2010. (s149 of the Equality Act)

3. Policy development

This policy has been developed in consultation with stakeholders. The consultation and policy development process involved consultation with relevant school staff, national guidance and reference to advice documents for school and statutory guidance such as Keeping Children Safe in Education, consultation with pupils in lessons, school council and monitoring of issues between pupils and then ratification.

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 within the relevant curriculum maps and may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. The teaching of RSE will reflect the law (including the Equality Act 2010) as it applies to relationships, so that our pupils clearly understand what the law does and does not allow, and the wider legal

implications of decisions they may make. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our 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/philosophy and ethics curriculum (RS).

RSE will be accessible for all pupils and will be delivered in accordance with our Whole School Teaching and Learning Policy. Additionally we are mindful of the preparing for adulthood outcomes as set out in the SEND code of practice and will take these into account when teaching pupils with Special Educational Needs.

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

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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 (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).

7. Roles and responsibilities

7.1 The Governing Body

The Governing Body will approve the RSE policy and hold the head teacher 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/non-science 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/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 head teacher.

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/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.

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

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 school 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 and evaluation arrangements

The delivery of RSE is monitored by the Faculty Leader of Humanities through:

- Planned scrutinies (in line with school calendar)
- Learning walks
- Pupil feedback via pupil voice

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

The curriculum content will remain constantly under review as we are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes. Additionally we may need to respond to the needs of our pupils at any given time in such instances for example - the makeup of our student body including gender and protected characteristics. Or for example, to focus on healthy and respectful peer to peer communications and behaviour.

The policy will be reviewed by the Faculty Leader for Humanities at yearly intervals, to reflect that the DfE will review their guidance every three years from September 2020. At every review, the policy will be approved by the governing body and Headteacher.

Other Agencies and Visitors

If other agencies or visitors are to be used to deliver elements of the sex education programme then they are made aware of the school's policy. Contact and presentation is in line with good educational practice. If visitors are to work with children then a teacher will be present. Visitors will be aware that within the school situation they are unable to offer confidentiality to the young people as is possible within a health service clinic.