

# Stewards Academy

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Harlow  
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<b>POLICY NAME</b>	Relationships and Sex Education Policy			<b>POLICY NO.</b>	
<b>EFFECTIVE DATE</b>	01/09/2021	<b>DATE OF LAST REVISION</b>	10/06/2021	<b>VERSION NO.</b>	6
<b>REVIEW FREQUENCY</b>	Annual				
<b>ADMINISTRATOR RESPONSIBLE</b>	Asst Headteacher - Safeguarding		<b>CONTACT INFORMATION</b>		
<b>APPLIES TO</b> apply group names to define applicable areas of staff					
<b>GROUP 1</b>		<b>GROUP 2</b>		<b>GROUP 3</b>	
<b>GROUP 4</b>		<b>GROUP 5</b>		<b>GROUP 6</b>	

VERSION HISTORY				
VERSION	APPROVED BY	REVISION DATE	DESCRIPTION OF CHANGE	AUTHOR
1	Headteacher	September 2015	Created	Asst Headteacher PHSE
2	Headteacher	September 2016	Reviewed	Asst Headteacher PHSE
3	Headteacher	July 2017	Reviewed and updated	Asst Headteacher PHSE
4	Pupils and Curriculum Committee	6 <sup>th</sup> June 2019	Reviewed and approved	Asst Headteacher PHSE
5	Pupils and Curriculum Committee	4 <sup>th</sup> June 2020	Reviewed and approved	Asst Headteacher - Safeguarding
6	Pupils and Curriculum Committee	10 <sup>th</sup> June 2021	Reviewed and approved	Asst Headteacher - Safeguarding
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Stewards Academy takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) to all its pupils as part of the school's personal, social, health and economic education (PSHCE) curriculum very seriously. The school wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the sex education provision.

The policy is reviewed and approved by the Governing Body annually and is available on the website. The Programme of Study is published in the September Academy Newsletter.

## **1. The Legal Requirements**

The Equality Act 2010 covers the way the RSE curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

## **2. Policy aims**

RSE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship. RSE will outline the importance of family life and the raising of children, as well as highlighting the role of stable relationships as building blocks for community and society.

The school would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

## **3. Roles and responsibilities**

### **School staff**

It is important that school staff feel comfortable to take PSHCE classes and answer questions from pupils. If the teacher does not feel confident leading RSE discussions then that is likely to be reflected by the pupils, and their learning will be compromised. The school provides professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSE is so important. There are certain members of the school leadership team, who hold more responsibility for ensuring that the school's sex education provision is relevant to our pupils and effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

**Governors and senior leaders will:**

- Develop this school policy and review it on a yearly basis. This policy is developed to ensure that it meets the needs of the whole school community.
- Ensure that staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, parents and the Governing Body to ensure that everyone is in understanding of the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate.

**All staff will:**

- Attend and engage in professional development training around sex education provision.
- Provide regular feedback to their managers on their experience of teaching RSE and pupil response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area, they should speak to the school SENCO.

**Pupils**

Pupils are expected to attend sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to sex education or otherwise.

We ask pupils for feedback on the school's sex education provision and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

**Parents**

The school expects parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHCE.

**4. Implementation and curriculum**

It is important that we implement our RSE policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

### **Guest speakers**

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

### **Terminology**

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

### **Dealing with difficult questions**

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHCE coordinator.

### **Pupils with special educational needs**

The academy works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE.

### **Withdrawal from RSE**

The academy aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class, and the academy will do everything it can to ensure that parents are comfortable with the education provided to their children in academy. It is, however, a statutory right of parents or carers to withdraw the children in their care from RSE. This excludes withdrawal from the elements on human growth and reproduction which fall under the National Curriculum science.

Any parent wishing to withdraw their child from RSE should contact the PSHCE coordinator who will arrange a meeting to discuss their concerns. RSE is a vital part of the academy curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

### **Complaints**

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the academy and follow the academy's complaints policy.

### **Equal opportunities**

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the **academy's behaviour policy**.

## **5. Monitoring, review and evaluation**

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum yearly, and will inform parents of any revisions to the academy policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- feedback from pupils
- feedback from staff
- classroom visits

The academy will review this policy annually, evaluating its effectiveness, by taking into account feedback, classroom visits and information we receive from national reports and curriculum reviews.

## 6. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity, and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning, both in and outside of the classroom.

## 7. Programme of Study

	Topics
<b>Key Stage 3</b>	Science: Puberty, and Pregnancy and Birth PSHCE: Healthy Relationships: Family; Friends; Personal Space
	Science: Changing Bodies PSHCE: Healthy Relationships: Sexual Health; Sexuality; FGM
	Science: Genetics and Cloning PSHCE: Healthy Relationships: Consent; Contraception; STI; Sexual Health: Sexting; Revenge Pornography
<b>Key Stage 4</b>	Science: Early Pregnancy; STIs; HIV and AIDs; Contraception; Genetics and IVF PSHCE: Healthy Relationships: Personal Risks; Consent; Controlling Relationships; Ending Relationships; Teenage Pregnancy
	Assembly: Local Health Provision