



PERRYFIELDS ACADEMY

Together we achieve excellence

Relationships and Sex Education (RSE) Policy

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Perryfields Academy

Relationships and Sex Education (RSE) Policy

Rationale and Ethos

This policy aims to ensure our school meets the statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, as published by the Department for Education in September 2020, hereby referred to as RSE throughout this Policy.

Our school's overarching aim is to equip all students with the skills needed to become responsible citizens, able to take advantage of the opportunities of adult life, and respectful of the values and cultures of others.

We will help students embrace the challenges of creating a happy successful life, enable them to make informed decisions about their own wellbeing, health and relationships and build their self-efficacy.

Definition of Relationships and Sex Education

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, and family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Purpose, Principles and Values

The purpose of RSE Education should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time, it should lead to the acquisition of understanding and attitudes which prepare students to view their relationships in a responsible and healthy manner.

Therefore, RSE Education at Perryfields Academy should seek to:

- provide awareness of sources of help and acquire the skills and confidence to use them to safeguard all learners.
- generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment.
- enable students to accept variation in rates of growth and development (physical, emotional, social) and in ages when puberty or sexual activities commence.
- set sexual activity in the context of relationships, including the value of intimacy in loving and caring relationships, the values of family life, implications of parenthood and the needs of the very young.
- understand and recognise the varied cultural and religious influences in a multi faith, multicultural society on individual sexuality and develop skills in personal relationships, e.g. communication, assertiveness and decision-making.
- help students affirm their rights to be able to resist unwanted touches or advances, to be confident that the right to say 'no' to sexual experience is acceptable and to communicate about such matters.
- develop awareness of sexual identity, to challenge sexism and prejudice in society and to promote equal opportunities.
- develop a growing understanding of risk and safety and the motivation and skills to keep themselves safe.
- overcome ignorance, prejudices and embarrassment (e.g. by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions).
- be an entitlement for all young people.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect, kindness and care for each other.

The Governors believe that through this developing experience during their school life, the students will learn to value themselves, be able to take informed decisions about their own lifestyles and progress to adulthood successfully, negotiating the many problems presented by the emotional, sexual, physiological and intellectual development of the young person.

Curriculum Provision of Relationship and Sex Education

We are required to teach Relationships Education/RSE and Health Education in accordance with the September 2020 statutory guidance from the Department for Education.

Our RSE programme is an integral part of our whole school PSHE education provision.

Our RSE programme will be planned and delivered through science, PE, computing, Think! lessons, tutorial sessions, assemblies and beliefs and values lessons. It is therefore a cross curricular aspect of school work which involves the whole school population. Our RSE programme will be taught through a range of teaching methods and interactive activities, including age appropriate video clips, worksheets and discussion opportunities. These will be carefully selected and support and promote understanding within a moral context and underpin our values. Lessons will be differentiated to suit the individual needs of all students. High quality resources will support our RSE provision and will be regularly reviewed

RSE is delivered throughout the curriculum and is not presented as an isolated subject. Instead, an age appropriate curriculum is mapped throughout each year groups' programme of study. Learning about RSE in PSHE education lessons will link to and complement content taught in other national curriculum subjects, such as Science, PE, Computing, English and Humanities.

The PSHE and RSE curriculum provision document describing in detail the PSHE curriculum is available from school.

The RSE curriculum will raise awareness of consensual relationships and ensure students are aware of their choices. Students will be aware of Sexual Exploitation, including the risks associated with "sexting" and "online pornography". They will be encouraged to reflect on sexual activity within relationships, helping to make choices in a healthy and sensible manner. Students will also be made aware of help and support that is available to them.

Safeguarding young people from sexual and emotional exploitation

Teachers are aware that effective RSE, which brings an understanding of what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. All staff receive annual Child Protection training on how to manage such incidents and regularly consult the Designated Safeguarding Leads in school for advice. Staff will be made aware of Sexual Exploitation signs within their annual training and will be informed that any disclosures or any concerns of a child being at risk from sexual exploitation must be reported to the Designated Safeguarding Lead.

Confidentiality, Controversial and Sensitive Issues

Staff cannot offer confidentiality. Staff must inform the Designated Safeguarding Lead of any Child Protection disclosure from a young person.

In a case where a member of staff learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- Head of Year (HOY) and / or the Designated Safeguarding Lead (DSL) must be informed.
- Parents will be informed by the HOY / DSL.
- The young person will be persuaded, wherever possible, to talk to a parent/carer and if necessary to seek medical advice.
- The young person will be made aware of contraception, including precise information about where young people can access contraception and advice services.

Monitoring, Reporting and Evaluation of Relationship Education

This policy and the RSE teaching programme will be reviewed regularly, based on the outcome of monitoring and evaluation. Governors and senior staff will play a key role in monitoring this.

Students will be assessed on the skills gained and the understanding of information and issues addressed in RSE. Parents will be informed during the annual reporting system.

Student and Teacher voice will be used to review and tailor the teaching content and methods. Senior and Middle leaders will look for evidence of students' increased sense of responsibility and respectful attitudes towards each other and a decrease in recorded instances of homophobia, sexual bullying, sexist graffiti and the casual use of derogatory language, particularly with sexual or gender meanings.

Any issues that arise which seem inappropriate or a cause for concern will be reported immediately to a Head of Year or the Designated Safeguarding Lead. As with all the work of the school, parents are welcome to come and discuss this RSE Policy at any mutually convenient time.

Parents' right to withdrawal

The school recognises that the prime responsibility for bringing up students rests with parents. Therefore, the teaching offered by the school should be complementary and supportive to the role of parents as far as possible. It also recognises that parents have a right to withdraw their children from some aspects of RSE, although it encourages them to accept it as an entitlement and not to exercise this option.

Parents can request withdrawal from some or all of sex education delivered as part of statutory RSE but not from the content covered in National Curriculum subjects like Science, PE, Computing.

Throughout the year, information will be placed in the school newsletter with related RSE information, helping parents to support their child and signpost families to the appropriate external support. In Year 7, parents will receive a flyer outlining RSE at Perryfields Academy. This will detail the steps to take should they wish to withdraw their child.

Dissemination of the Policy

The RSE Policy is approved by the Perryfields Academy Governors and will be distributed to all Governors and Teaching Staff, and will be available to all Parents on our school website. This policy will be reviewed every 2 years to ensure it continues to meet the needs of students, staff and parents and that it remains in line with the current Department of Education advice and guidance.