



Policy Documents Control Sheet

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Policy Validity Statement

This policy is due for review by the date shown above, after which it may become invalid. Policy users should ensure that they are consulting the currently valid version of the document.

CONTENTS

1. Aims	3
2. Statutory requirements	3
3. Delivery of RSE	4
4. Diversity	4
5. Roles and responsibilities	5
6. Parents' right to withdraw	5
7. Monitoring arrangements	6
8. Linked policies	6

The Sir Robert Woodard Academy

Relationships and Sex Education Policy

1. Aims

The aim of relationships and sex education (RSE) is to help young people develop healthy, nurturing relationships of all kinds, including online and intimate relationships. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure (and not applying pressure) to have sex. It teaches what is acceptable and unacceptable behaviour in relationships to help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Pupils are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. Sexual orientation and gender identity are explored at timely points and in a clear, sensitive and respectful manner, so that all pupils feel that the content is relevant to them and their developing sexuality.

RSE does not encourage or promote early sexual experimentation.

This policy statement will be continually developed in consultation with parents, students and governors, to reflect the supportive and complementary role the Academy plays to them in preparing students to meet the challenges of adult life.

2. Statutory requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

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 Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools, but that is not included within the scope of this policy.

From September 2020 the guidance document [‘Relationships Education, Relationships and Sex Education \(RSE\) and Health Education’](#) will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, ‘school’ means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.

The Academy fully recognises that the views of parents need to be borne in mind when developing a sex

and relationship education policy, and parents are invited to comment on the extent to which this policy reflects their wishes and the culture of the community served by the Academy.

3. Delivery of RSE

RSE at SRWA is embedded within our PSHE curriculum (personal, social and health education) and reflects the key themes set out in the statutory programme of study (see above), which are:

- Families
- Respectful relationships, including friendships
- Online relationships and social media risks
- Being safe
- Intimate and sexual relationships, including sexual health
- The law relating to sex, including consent

The biological aspects of RSE are also taught within the science curriculum, and some aspects may be discussed further within religious education (RE).

From September 2020, all students at Key Stage 3 will receive one lesson of Religion and Personal Development (RPD) per week, and all students across Key Stages 3 and 4 will have this provision from September 2022. Legacy students (those starting Year 10 and 11 in September 2020) will continue to receive RPD through a series of relevant and timely 'off-timetable' days. RSE forms a key part of the wider subject of RPD and its content will be fully delivered in line with the 2019 legislation. Long term overviews giving specific curriculum detail by year group, are available on the SRWA website.

As with other subjects, RSE follows a spiral curriculum which introduces new and more challenging learning at appropriate stages, while building on what has gone before. Our approach involves developing a safe learning environment, agreeing on clear ground rules and using techniques to distance the learning from personal experiences. Teaching may be delivered in a variety of different ways and by different specialists, including:

- Teachers
- Other trained staff
- School Nurse
- Schools' Police Liaison Officer
- Other skilled adults deemed appropriate by the subject leader of RPD. (Typically outside speakers.)

Pupils with special educational needs and disabilities (SEND)

The Academy recognises that RSE must be accessible to all pupils and that it is particularly important when planning teaching for pupils with special educational needs and disabilities. As with other curriculum subjects, we aim to deliver high quality, differentiated and personalised teaching to ensure accessibility. Reasonable adjustments and the SEND code of practice are taken into account when preparing these lessons. Teachers are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND or Social, Emotional and Mental Health needs, and are equipped to deal with these issues sensitively.

4. Diversity

Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.

4.1 Lesbian, Gay, Bisexual and Transgender (LGBT)

In conjunction with the Academy policy on Equalities, RSE education ensures that all pupils understand the importance of equality and respect, and recognise sexual orientation and gender reassignment as protected characteristics. Students will be taught about LGBT in a sensitive and age appropriate manner as an integrated part of the PSHE curriculum, rather than a standalone subject.

4.2 Faith

SRWA is part of the Woodard family of schools. Created by founder Nathaniel Woodard in 1848, Woodard is the largest group of independent Church of England schools in England and Wales. Woodard Academies Trust and Woodard Schools share a common ethos and vision: to inspire young people to make a difference.

At SRWA, the religious background of all pupils will be taken into account when planning teaching, so that topics are appropriately handled and in line with the Academy policy on Equalities, in which religion or belief are recognised as protected characteristics.

5. Roles and responsibilities

5.1 The Academy Council

The Academy Council will approve the RSE policy, and hold the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 6).

5.3 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 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 Principal.

5.4 Pupils

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

6. Parents' right to withdraw

Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE. Before granting any request, the Principal will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A record will be kept of this discussion.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

There is no right to withdraw from Relationships Education or Health Education, or from the teaching of the biological aspects of human growth and reproduction necessary under National Curriculum Science.

Alternative work will be given to pupils who are withdrawn from Sex Education.

7. Monitoring arrangements

The delivery and monitoring of RSE is delegated to the Academy Vice Principals through line management, scrutiny of long-term and medium-term curriculum plans, learning walks and MER (monitoring, evaluation, review) documents.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed and approved by the Principal on an annual basis, and bi-annually by the Academy Council.

8. Linked policies

Safeguarding
E-safety
Anti-bullying
Equalities