



Relationships and Sex Education Policy

Approved: May 2024

Review Date: May 2026

This policy should be read in conjunction with the guidance outlined in the DfE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (September 2021 update) linked below:

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

WHAT IS RELATIONSHIPS AND SEX EDUCATION?

At Springfield School, we feel it is important to give our young people the guidance they need to help them develop into well-rounded individuals who are able to make informed choices regarding healthy relationships of all kinds. RSE (taught through our Personal Development Learning curriculum) is lifelong learning about moral, physical, sexual and emotional development. It is about the understanding of the importance of stable and loving relationships which incorporate love, respect, consent and care of the family, too. In addition, it covers the physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health.

STATUTORY REQUIREMENTS

Since September 2020, it has become statutory for all pupils at the secondary phase of their education to receive RSE as part of their entitlement. Our provision reflects the requirements of the **Equality Act 2010**, too. In line with further amendments set out by the Secretary of State for Education, our RSE curriculum also incorporates covering sexual harassment and Child on Child abuse.

RSE AIMS (INTENT)

Our RSE Policy reflects and is in line with our Equality Policy, so that we ensure the teaching of RSE is inclusive and relevant to all pupils. Teachers ensure the content, approach and use of language reflect the diversity of our school community, and help to make sure all of our pupils feel included and valued regardless of their gender identity, sexual orientation, disability, ability, personal experiences or family background.

RSE at Springfield School has three main strands which follow the statutory requirements, in line with DfE legislation.

1. ATTITUDES AND VALUES:

- Learning the importance of values, individual conscience and moral choices
- Understanding a range of views about relationships and sex in society
- Learning about respect in relationships, the importance of stable and loving relationships including marriage (both heterosexual and same sex) and civil partnerships
- Learning about respect, love and care, rights and respect for rights in relationships and the value of family life. Gender equality and the acceptance of difference and diversity
- Understanding that violence, coercion and sexual exploitation in relationships is unacceptable, including forced marriage
- Understanding that discrimination based on gender, gender identity, sexual orientation, disability, ethnicity, culture, age, faith is unacceptable, promoting equality and challenging inequality

2. PERSONAL AND SOCIAL SKILLS:

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning about resilience and how to cope with change
- Learning how to make choices and understanding the consequences of choices.
- Learning how to manage conflict within and outside of intimate relationships.
- Learning how to deal with peer pressure.
- Learning to recognize and avoid exploitation and abuse.
- Learning to communicate respectfully and make responsible and safe decisions.
- Learning how to identify, assess and manage risk and ask for help as well as access advice and services- locally and nationally

3. KNOWLEDGE AND UNDERSTANDING:

- Learning about emotional, social and physical development
- Learning about body image and human sexuality
- Learning about gender identity and different types of families
- Learning about different types of relationships
- Learning about healthy and unhealthy relationships; including sexual harassment
- Learning about sex, consent, rights and responsibilities to others; including Child on Child abuse
- Learning about reproduction, sexual health, contraception, the range of local and national sexual health services available
- Understanding the reasons and benefits for delaying sexual activity
- Learning about how the law applies to sexual activity and the use of technology and social media
- Learning about the misuse of drugs and alcohol and sexual activity
- Learning about sexual exploitation and violence in all types of relationships, including personal and family relationships
- Learning about the impact of pornography on relationships
- Learning about FGM and the impact it can have
- Learning about being safe including online

OUR DELIVERY OF RSE (IMPLEMENTATION)

RSE at Springfield School is taught within the wider context of the Personal Development Learning curriculum (PDL) that also covers aspects of PSHE, Citizenship, SMSC and Careers and Enterprise education. It is made accessible to all our young people, including those with SEND. Biological aspects of RSE are taught within the Science curriculum, and other aspects are also covered within the Religious Education, Computing and Physical Education curriculum provisions.

Springfield staff deliver the RSE curriculum with support (when needed) from the curriculum leader for PDL. Professional guest speakers or subject specialists also contribute to our RSE provision where appropriate. All pupils in Years 8, 10 and 11 have a one hour timetabled PDL lesson each week, with Y9 having PDL lessons taught through the lens of Music, Drama, Art and Religious Education on a 10 weekly rotation. All pupils in Years 7, 8, 9, 10 and 11 also have a 25 minute tutor session per week too. In addition, we organize and deliver 'focus days' where pupils follow an alternative timetable for the day in relation to aspects of RSE, PSHE, Citizenship and Careers education. The curriculum leader for PDL also organizes and delivers assemblies covering aspects of RSE in response to the needs of our young people as they arise.

All timetabled lessons are taught by the same teacher for the whole academic year. This enables the lessons to take place in a safe and familiar environment where ground rules are established before lessons begin. Teaching will be in mixed-sex groups and single-sex groups when appropriate. Lessons will emphasize student involvement through teacher-led and class discussion. Teachers will actively encourage all students to participate by promoting a secure and safe environment conducive to learning. Teachers need to be aware of and respond to, the needs and concerns of individual students and pass on any disclosures as they arise to our Designated Safeguarding Leads. External agency expertise is regularly sought and utilized as part of our wider school safeguarding provision.

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

- Families
- Respectful relationships, including friendships
- Online and through social media
- Being safe and knowing how to access help, support and guidance
- Intimate and sexual relationships, including sexual health

MONITORING ARRANGEMENTS (IMPACT)

The organization and delivery of PDL (which incorporates RSE) is monitored by the Curriculum Leader of PDL, as well as a member of the SLT through robust department review processes. The methods used include, pupil confidence checkers, planning scrutiny, learning walks, pupil voice, staff voice and parent engagement.

All aspects of this policy have been agreed by the Curriculum and Standards Committee as part of the governing body of Springfield School.

ROLES AND RESPONSIBILITIES:

Curriculum leader of PDL: Mrs Sam Mandrill

SLT member responsible for overseeing PDL: Ms Lauren Kelly

Teachers of PDL are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils including those with SEND
- Responding appropriately to pupils whose parent/carer wish them to be withdrawn from the non-statutory/non-science components of RSE.

All teachers receive regular safeguarding training and are aware that they cannot offer unconditional confidentiality. School staff should not ask leading questions. Any disclosure should be referred to the Designated Safeguarding Lead Officer. Students must be told that their disclosure is going to be passed on and to whom.

Teachers also receive RSE training through our CPD Calendar and/or through meetings with regard to the PDL curriculum. Where appropriate and possible, we will also invite visitors from outside agencies including sexual health professionals.

Our on-site School Nurse can advise and give further guidance to relevant agencies that can assist pupils with regard to RSE.

A copy of our full RSE curriculum programme is available through our website under; 'Learning' >>Programmes of Study>>Personal Development Learning.

PARENTS'/CARERS' RIGHT TO WITHDRAW

Parents/carers 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 Head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Head teacher will discuss the request with parents/carers and if needed, arrange the withdrawal. Alternative PSHE based work will be given to pupils who are withdrawn from sex education.