



# Relationships, Sex and Health Education Policy

## Mabel Prichard School



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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place that are appropriate to the age and stage of our learners.
- Prepare learners for the changes they experience as a part of puberty, and give them an understanding of sexual development and the importance of health and hygiene as appropriate to their needs
- Help all learners to develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Give learners the communication skills that they need to communicate to those around them about their bodies and feeling in an appropriate way.

Our school intent is that all learners are supported to succeed as individuals and that our curriculum ensures that they are prepared for adulthood. RSE forms an important part of this. As with all aspects of our provision, RSE is learner led and as such the provision from one learner to another will be very different taking into account each learner's individuality and varying needs.

## 2. Statutory requirements

As an academy, we must provide relationships education to all learners under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all learners a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Mabel Prichard, we are mindful of this policy whilst planning for RSE provision that is suited to the needs of our learners.

## 3. Policy development

This policy has been developed in consultation with staff, learners and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties are invited to attend meetings about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE at Mabel Prichard means that Learners experience the chance to explore their emotional, social and cultural development in a way that is meaningful to them. Through a values laden approach Learners learn about

- Positive relationships
- Personal Safety
- Healthy Life styles
- Diversity
- Personal Identity
- Essential life skills

## 5. Curriculum

Our RSE curriculum forms part of Mabel Prichard's PSHE offer which is laid out in full in the Curriculum Handbook. This can be view in full on the school website at [www.mabelprichard.org](http://www.mabelprichard.org)

The RSE content of the curriculum is responsive. Teachers work with all stakeholders to ensure that meaningful context is delivered at an appropriate time and through an appropriate pedagogy. This is to ensure that learners have the information that they need, when they need it in a manner that they can access.

## 6. Delivery of RSE

RSE learning forms an important part of our holistic curriculum in Mabel Prichard School. RSE outcomes are present in learners EHCP targets, the Inclusive Framework that underpin our broader curriculum (i.e My Communication and Interaction, My World, My Life Skills) and discreet PSHE teaching.

Our PSHE curriculum focuses on six areas of study outlined by the PSHE Association. These are

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

A cyclic curriculum design around these areas allows for our learners to explore key areas that supports them

in developing their skills and knowledge at the most fundamental level. Mabel Prichard is mindful, across all curriculum areas, of the importance of using repetition to generalise learning.

A sequential curriculum across the Key Stages ensures that our learners have access to information when they reach the developmental stage that they require it. As with all curriculum areas there is a constant focus on next steps and destinations to ensure learners know what they need to succeed and be safe and learners knowledge and levels of understanding is shared with future providers.

We do not deliver content in accordance with any chronologically determined plan. Delivery is based on the presentation of each individual's need.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of learners will relate to them
- Is sensitive to all learners' experiences
- During lessons, makes learners feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that learners learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed as stated above.

## 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support learners in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our learners
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources

- o Are compatible with effective teaching approaches
- o Are sensitive to learners' experiences and won't provoke distress

As a school we continue to be influenced by the principles of the Equals curriculum and are members of the PSHE Foundation to further inform practice.

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to learners. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**We will:**

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - o Are age-appropriate
  - o Are in line with learners' developmental stage
  - o Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - o What they're going to say
  - o Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions

- Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The governing board

The Local Academy Board will approve the RSE policy, and hold the headteacher to account for its implementation.

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw learners from components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual learners

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 headteacher.

All staff in the school are responsible for the delivery of RSE. RSE will be overseen by the Deputy Headteacher and Curriculum area lead and Headteacher.

### 8.4 Pupils

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

## 9. Parents' right to withdraw

For parents of Primary aged learners:

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix of this policy and addressed to the headteacher.

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

For parents of Secondary aged learners:

Parents/carers have the right to withdraw their child 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 using the form found in Appendix of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the learner's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

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

The RSE curriculum in Mabel Prichard is values led with a central goal of ensuring every individual's safety. This coupled with the highly bespoke nature of our provision, personalised learning and high standards around communication with parents and carers it is not anticipated that any learners would be withdrawn from the RSE curriculum.

## 10. 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 headteacher and PSHE lead 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.

## 11. Monitoring arrangements

The delivery of RSE is monitored by Victoria broadley, Deputy Head through:

- Learning Walk and lesson observations
- Planning Scrutiny
- Staff Feedback
- Pupil Voice
- Parent feedback

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

This policy will be reviewed by the Deputy Head and Headteacher annual and shared with the Local Academy Board.



### Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	