



Relationship and Sex Education Policy

A handwritten signature in black ink that reads 'Parneet Kang'.

Parneet Kang
Principal and Sole Proprietor

A handwritten signature in black ink that reads 'William Holland'.

William Holland
Chair of Trustees

REVIWED: 1st September 2022 - Parneet Kang

The overall aims of the school and the curriculum are for all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.
- Aware and respectful towards other people's views, beliefs and values.

The Emscote school intends that all students shall experience a programme of RSE at a level which is appropriate for their age, ability and development to ensure all students have equal access to the Curriculum. Contraceptive advice to older pupils will be taught, in the context of sexual intimacy and safer sex.

Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If students need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies.

The term Relationship and Sex Education, RSE, is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to DfEE guidance 2000 RSE is:

'...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'

Further to this, students will look at the complex issues of relationships and peer pressure online, complimenting the ICT curriculum in using technology safely, responsibly and respectfully.

Students will be encouraged to interact positively and to understand their legal responsibilities when using social media and online technology. Lessons will also cover how to keep personal information private, and help students navigate the virtual world, challenge harmful content and balance online and offline worlds.

The guidance suggests that RSE should have three main elements as follows:

1. Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.

- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

2. Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

3. Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse.

A Whole School Approach

Our approach to RSE consists of:

1. RSE modules within each Key Stage delivered within a planned P.S.H.E Education programme by their class teacher.
2. PSHE is currently taught through one lesson per year group, each week, class teachers will deliver the lesson
3. Provision of appropriate information through, power points and use of appropriate websites, monitored and delivered by their class teacher.

Methodology and resources

A wide range of teaching methods are used, that enable students to actively participate in their own learning. which includes group discussion.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

Creating a safe and supportive atmosphere

PSHE involves a range of activities that relate to family lifestyles, personal identity, behaviour and values as discussed. Due to the sensitive nature of such topics it is therefore essential to help students feel safe and comfortable with their environment and within the P.S.H.E. lesson. To do this, all teaching staff involved in delivering

P.S.H.E. strive to ensure that the following procedures and actions are embedded within every lesson:

- Use age/ level appropriate resources;
- Use a range of different activities in consideration of different learning styles;
- Pay consideration to groupings;
- Give students the opportunity to speak, take part in discussions, time to think and an opportunity to choose not to speak if they do not wish to;

These actions are highlighted and enforced with students through setting 'ground rules'. These are set of rules which are established with the group, (both staff and students) to help the students not only feel safe but also enable students get the most from their learning. Examples of the rules are as follows:

1. Be willing to work as a team;
2. Respect each other's views, opinions and beliefs;
3. Always listen to each other;
4. Don't be afraid to say, 'I don't know';
5. Use the correct terminology.
6. Confidentiality – be aware that some things might not be suitable to share. (In addition, students are made aware if they share something that may mean they are at risk or harm, the Safeguarding Lead or Deputy Safeguarding Lead must be informed by staff).
7. Put your hand up if you want to speak to make sure we don't speak over each other;
8. Have fun and learn from each other!

These rules are adapted to suit the needs and ability of each group. Teaching staff will endeavour to make sure that their own personal views are not imposed on students. They will also try to present the facts to students so that they are able to make informed choices.

Staff are open to discuss any concerns parents and carers may have in relation to RSE and the needs of their child.

Equality

At The Emscote school, RSE is taught in a way that does not subject pupils to discrimination and is mindful of individuals' religious, spiritual and moral beliefs. Schools have a duty under the Equality Act, (2010) to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding, respect and diversity, (in-line with our Anti-Bullying and Child Protection policies).

Monitoring:

Teaching methods, resources, training and monitoring are essential elements in providing quality RSE. These are monitored and evaluated by the senior leadership team. This will also take in parents and students views.

The policy is reviewed yearly by SLT and up dates implemented.

Parental engagement in RSE and right to withdrawal:

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE.

We will ensure that parents/carers are made aware of the school's approach and rationale for RSE through the policy and involve in the review of the policy. They will be made aware of the school's PSHE curriculum and encourage them to support their child is learning at home through shared learning activities, if appropriate.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum.

They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science. If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and discuss any fears they may have.

If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternatives.

In the event of a request to withdraw we will document this process and ensure a record is kept. Once a student is three terms away from their sixteenth birthday they have a right to receive sex education rather than be withdrawn. Where this is the case we will make arrangements to provide them with sex education during one of those terms.