



The Percy Hedley  
Foundation

# RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

## NORTHERN COUNTIES SCHOOL

Under Review

### Policy Control/Monitoring

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<b>Version:</b>	1.0
<b>Approved by: (Name/Position in Organisation)</b>	D'Arcy Myers
<b>Date:</b>	25.1.22
<b>Accountability: (Name/Position in Organisation)</b>	Jo Allen Headteacher Northern Counties School
<b>Author of policy: (Name/Position in organisation)</b>	Jo Allen Headteacher Northern Counties School
<b>Date issued:</b>	September 2020
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<b>Revised (Date):</b>	January 2022
<b>Target audience:</b>	This policy applies to school pupils, parents, governors and staff
<b>Amendments/additions</b>	N/A
<b>Replaces/supersedes:</b>	N/A
<b>Associated Policies: (insert hyperlinks)</b>  <b>Associated National Guidance</b>	<ul style="list-style-type: none"> <li>• Safeguarding and Child Protection Policy</li> <li>• Teaching and Learning Policy</li> <li>• Staff Code of Conduct</li> <li>• Relationships Education, Relationships and Sex Education (RSE) and Health Education 25 June 2019, updated 9 July 2020</li> <li>• Working together to safeguard children 2018</li> <li>• Keeping children safe in education Sept 2021</li> <li>• Children and social work act 2017</li> <li>• Education act 1996</li> </ul>
<b>Document status</b>	This document is controlled electronically and shall be deemed an uncontrolled documented if printed. The document can only be classed as 'Live' on the date of print.

## Equality Impact Assessment

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This document forms part of Percy Hedley’s commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities.

As part of its development this document and its impact on equality has been analysed and no detriment identified.

## Version Control Tracker

Version Number	Date	Author/ Title	Status	Comment/Reason for Issue/Approving Body
1.0	6.10.20	Jo Allen	Approved	Appendices under review

## Roles & Responsibilities

Role	Responsibility
<b>Chief Executive</b>	The Chief Executive is responsible for satisfying themselves that the Director of Residential and Adult Services is fulfilling their managerial responsibilities for safeguarding and promoting the welfare of Children and young people.
<b>Director of Residential Services and Safeguarding</b>	As the Foundations Safeguarding lead the Director has specific responsibilities under statutory guidance.  To maintain a clear organisational and operational focus on safeguarding children, to ensure relevant statutory requirements, DBS standards and other national standards are met.
<b>Head Teacher</b>	To ensure the appropriate deployment of this policy and to ensure that this policy is kept up to date in accordance with current regulations, legislation and guidance and ensure staff comply with this policy.
<b>Pupils/Student, Parents and Staff</b>	Adherence and compliance to this policy.

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### **Appendices:**

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## 1. Introduction

This policy describes how Relationship and Sex Education (RSE) is delivered within Northern Counties School.

## 2. Statutory requirements

At Northern Counties School we must provide relationships education to all pupils as per section 34 of the Children and social work act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Northern Counties School we teach RSE as set out in this policy.

## 3. Purpose

Effective relationship and sex education (RSE) is essential if young people are to make responsible and well-informed decisions about their lives. At Northern Counties School, RSE is a basic entitlement which contributes to the overall personal and social development of each pupil. The nature of RSE encompasses the provision of on-going, truthful and honest information presented in a non-judgemental manner within a relaxed and confidential setting. RSE is an integral part of the curriculum and is taught throughout school via a multi-disciplinary team approach. The content is carefully considered for each pupil and will be influenced according to level and stage of development of each young person. The aims of relationships and sex education (RSE) at our school are to:

- Contribute to the overall personal and social development of each pupil on an individualised basis to enable them to maximise their potential in preparation for life after school.
- Provide a high-quality framework in which sensitive discussions appropriate to the needs of each young person can take place whilst ensuring that students can express clearly their feelings and ideas in ways, which can be understood by others. The framework will be delivered via transdisciplinary work within the class team including speech and language therapists and occupational therapists supporting learning in this area.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Support pupils to develop feelings of self-respect, confidence and empathy. Pupils who are aware that they are able to make their own choices and express their own opinions in a friendly and secure atmosphere will be more able to discuss and share ideas about sex and relationships education in a positive and sensible manner.
- Create a positive culture around issues of sexuality and relationships

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- Teach pupils the correct vocabulary (written, spoken, signed) and language to describe themselves, their emotions and their bodies. The importance of knowing and using accurate names of parts of the body and being able to describe emotions effectively is specifically taught and generalized in all areas of school life.
- Acknowledge that RSE incorporates lifelong learning about ourselves, including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. RSE learning takes place in many contexts: at home, at school and in the community.
- Promote RSE as an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE.
- RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is firmly rooted in personal, social and health education (PSHE).
- Liaise with families to ensure parents are informed effectively about what their child is being taught.

#### 4. Policy development

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

1. Review – a 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 and any interested parties were invited to consult on the policy and meetings held as appropriate
4. Pupil consultation – we investigated what exactly pupils want from their RSE and how to deliver it in a manner that would benefit all pupils.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### 5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is an integral part of each person's learning process, which begins in childhood and continues into adult life.

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All pupils, regardless of gender, race or disability should have access to appropriate RSE. The curriculum should be delivered in a way that addresses the need for differentiation and is relevant to each person's individual needs.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 6. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, specific needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## 7. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). For those pupils with more complex needs teaching will be embedded across the curriculum with a handful of topics taught in discrete sessions linked to the engagement model.

There should be a collaborative approach to the delivery of sex and relationships education and should involve persons from our transdisciplinary teams including the wellbeing team and if appropriate external agencies.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships including friendships
- Online relationships/social media – where appropriate pupils, will be taught about aspects of relationships and the development of relationships (grooming, sexual or political relating to the Prevent Agenda)
- Being safe
- Intimate and sexual relationships, including sexual health. The teaching about sex and sexuality will be set within a framework, which encourages responsibility and tolerance within personal relationships
- There will be careful input on sensitive issues, such as masturbation.

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

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## 8. Roles and responsibilities

### 8.1 The governing board

The governing 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, and for managing requests to withdraw pupils from components of RSE (see section 9`).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive, differentiated way appropriate to the needs of the pupils they are working with
- 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 specific components of RSE curriculum

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.

The RSE working group (Claire Ramsay, Helen Blakelock, Laura White, Poppy Welsh, Ashleigh Sinclair) are responsible for the planning of the RSE programme. Claire Ramsay (Deputy Head Teacher) oversees the programme and reports to SLT/governors.

### 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

Parents do not have the right to withdraw their children from relationships education.

Parents do have the right to withdraw their children from the non-statutory 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 3 of this policy and addressed to the headteacher.

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

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

## **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 will also invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching RSE as deemed necessary.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by SLT through:

- Learning walks by members of SLT/MLT
- Lesson observations
- Student voice
- Monitoring of mid- term and short-term planning

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

This policy will be reviewed by Jo Allen Head Teacher annually. At every review, the policy will be approved by the governing board.

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