



Isca Academy

Relationships and Sex Education (RSE) Policy

Date of publication: June 2020

Review date: June 2021

1. This Policy was developed in accordance with the Relationships Education, Relationships and Sex Education (RSE) and Health Education (HE) guidance published by the DfE for statutory coverage from September 2020, and what Isca Academy believes is effective delivery of Relationships and Sex Education, and Health Education:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

2. What are Relationships and Sex Education (RSE), and Health Education (HE)?

2.1 The two are inter-linked. The curriculum explores a wide range of topics which enable students to better understand themselves and others, and the physical and mental changes they will go through. They gain the knowledge to make positive choices about their well-being, relationships, sexual activity and health through adolescence and into adulthood. Additionally, students develop the capacity to make well-informed and lawful decisions to reduce risk, and when facing challenges and complex contexts. Students build resilience and know where to find help for themselves and others.

3. Principles and Values

3.1 RSE and HE delivery at Isca Academy will:

- i. Be an integral part of the lifelong learning for everyone
- ii. Be flexible to adapt to the needs of our students and our context
- iii. Be an entitlement for all young people
- iv. Encourage every student to contribute to building a positive community
- v. Support and promote equality of students from all contexts without promoting preference or prejudice over any particular family structure, lifestyle, religion, sexuality or sexual orientation.
- vi. Promote the importance of values such as love, respect, empathy, and care for each other
- vii. Promote the Fundamental British values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith
- viii. Be taught in a trusting environment which encourages questions and discussion on sexual matters, and they take place without any stigma or embarrassment
- ix. Recognise that parents and carers are key people in teaching their children about sex, relationships and growing up and that we work in partnership with them, consulting them about the content of programmes
- x. Work in partnership with other professionals to gain accurate and current knowledge and practice.

4. Organisation and Content of the RSE and HE offer

- 4.1 The majority of the RSE content is delivered in PSHE and Science lessons. HE is delivered through PSHE, Science, Food Technology and PE lessons. Support and enrichment from professionals and outside agencies will be used where appropriate.
- 4.2 The Academy's 5-year PSHE curriculum covers all aspects set out in the DfE statutory guidance, published in July 2019: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>.
- PSHE lessons take place once a week at KS3 and once a fortnight at KS4. The spiral curriculum revisits RSE and HE each year to take into account students' changing contexts. The PSHE lesson content is researched and planned by the subject lead, and teachers follow the common curriculum to ensure full coverage and consistency. The PSHE lead and other relevant staff in the school receive up-to-date expert training. Lessons are predominantly discussion-based, with a range of resources used to engage students. Booklets are used for recording information and for evidencing understanding. These will be adapted to suit students' needs where necessary.
- 4.3 All RSE lessons are preceded with a discussion/reminder about ground rules and expectations to ensure everyone in the room feels secure. Teachers answer questions honestly within the appropriate context, and seek advice if they do not know something. Teachers/deliverers do not give personal information or recount personal experiences that could impede the overall principles and values, negatively influence or breach Child Protection legislation.
- 4.4 Termly 'before and after' confidence checkers are used to map understanding and effectiveness of the curriculum. Online questionnaires may also be used to gather evidence of impact.

5 Monitoring and Evaluation of RSE and HE

- 5.1 The PSHE Lead plans and monitors the impact of RSE and HE through subject 'health checks' in line with the Academy Marking and Feedback policy; through lesson drop-ins, student voice and booklet scrutiny. Student questionnaires will also be analysed by the subject lead and the subject Self Evaluation Form will summarise findings. Curriculum/resources will be adapted where necessary, training needs will be addressed, and good practice will be publicised.
- 5.2 Student, staff, and parent feedback will be sought before application of the curriculum, and at appropriate intervals thereafter.
- 5.3 Assessment is as per the PSHE and Citizenship policy.

6. Inclusion

- 6.1 Ethnic and Cultural Groups: We welcome open discussion with families. Our delivery is sensitive to the needs of different ethnic groups. The programme is displayed on the Academy website for parents/carers to see and we will respond to parental requests or concerns on an individual basis.

- 6.2 Students with Special Needs: We welcome open discussion with families. Our delivery is sensitive to the particular needs of all our young people and we will adapt and take specialist advice where necessary. Every young person is entitled to receive RSE and HE.
- 6.3 Sexual Identity and Sexual Orientation: Our RSE programme talks about relationships in wide and/or general terms and does not specify preference towards any particular sexual identity or sexual orientation in order for it to be relevant to all of our young people. Additionally, it explores these matters openly. We welcome open discussion with our young people and their families.

7. Right of Withdrawal of Students from Sex and Relationship Education

- 7.1 Parents/carers have a right to request to withdraw their child from *only the sex education* elements of that RSE that sits within PSHE in secondary schools. A child may not be withdrawn for the sex education that takes place as part of the National Science Curriculum. The *relationships elements* are compulsory from September 2020 and there is no Right to Withdraw from these. As it may be difficult to separate the sex and relationships content within lessons, any parent/carer wishing to withdraw their child is first asked to consult with the Head of PSHE to discuss where these instances might occur, or to alleviate any possible concerns. If a parent/carer still wishes to withdraw their child, they are required to meet the Headteacher to confirm a request to withdraw from specific lessons or parts of lessons, and alternative arrangements will be made. We strongly advise that all young people receive sex education and will happily share our lesson resources with anyone that would like to see what we do.
- 7.2 Three terms before a child's 16th birthday, a young person can themselves elect to receive sex education, regardless of whether their parents/carers wish to withdraw them. The reason for this is that 16 is the age of sexual consent in the UK.

8. Confidentiality, controversial and sensitive issues, and safeguarding

- 8.1 Whilst there is an environment of trust in PSHE lessons, teachers cannot offer unconditional confidentiality and are required to report all disclosures as per the Safeguarding Policy. All staff have up-to-date Child Protection training. In a case where a teacher learns from a young person under age 16 that they are having or contemplating sexual activity, the young person will be, **where necessary**, i) advised to talk to parent/carer, ii) advised to seek medical advice about contraception/STIs, iii) counselled about consent, iv) signposted to relevant support teams/materials, v) reported via CPOMS as 'safeguarding' for the relevant team to consider Child Protection/consent issues. The Academy does not promote the idea that it is wrong for people under the age of 16 to be sexually active but believes that our young people should be fully informed about positive relationships, the law, the implications and the risks of being sexually active under the age

of consent (and beyond) in order to be empowered to make decisions that will keep them safe and healthy.

8.2 Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

9. Policy Circulation

9.1 This Policy will be published on the Academy's website and included in the Academy's Policy Monitoring Schedule.

9.2 This Policy will be made available to all staff at Isca Academy.

9.3 The Academy will consult with parents and carers before implementation of the policy.

9.4 The Academy, in consultation with the Local Governing Body, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education, and Health Education policy.