



## RELATIONSHIP AND SEX EDUCATION POLICY

### Sheringham High School

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## 1. Purpose and Aims

- 1.1 This relationships and sex education policy covers Sheringham High School's approach to teaching relationships and sex education (RSE).
- 1.2 It will be reviewed annually, or sooner if the RSE curriculum is amended, such as in response to emerging themes, changing pupil needs, or the introduction of new legislation or guidance.
- 1.3 Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any parents who require the policy in an alternative format to meet their individual needs and ensure equitable accessibility for all.

## 2. Values and Principles

- 2.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.
- 2.2 It will equip young people with accurate information, positive values, and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their sexual health and wellbeing, now and in the future.
- 2.3 RSE is delivered to complement the wider ethos, values and principles of our school.
- 2.4 RSE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSE lessons. These values and principles should:
  - a. Be accurate and factual
  - b. Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief, or other life-experience, particularly HIV status and pregnancy
  - c. Include the development of character skills to support healthy and safe relationships, and ensure comfortable communication
  - d. Promote a critical awareness of the different attitudes and views on sex and relationships within society, including peer norms and those portrayed in the media
  - e. Provide opportunities for reflection in order to nurture personal values based on mutual respect and care
  - f. Be part of a sequential curriculum that is delivered in every year group in the school, reflecting the age and level of the learner
  - g. Ensure children and young people are clearly informed of their rights, such as how they can access confidential advice and help within the boundaries of safeguarding
  - h. Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision
  - i. Be delivered by competent and confident teachers
  - j. Be provided within a safe, democratic and empowering learning environment, based on the principle that prejudice, discrimination and bullying are not tolerated

## 3. Related Policies

- 3.1 To underpin the values and ethos of our Academy and our intent to ensure that our are appropriately safeguarded the following policies work in conjunction with this policy:
  - a. Safeguarding
  - b. Curriculum
  - c. Assessment and Feedback

- d. Staff Code of Conduct
- e. Behaviour

#### 4. Roles and Responsibilities

- 4.1 RSE is taught by qualified teaching staff and supported by police, school nurse etc. and other staff during the collapsed timetable days.
- 4.2 All staff involved in the delivery of RSE have received appropriate training and guidance to ensure that receive clear and consistent approaches to RSE.

#### 5. RSE Curriculum

- 5.1 The RSE curriculum will largely be delivered through lessons.
- 5.2 The RSE curriculum will also be taught through 5 x collapsed curriculum / Personal Development days.
- 5.3 The curriculum addresses traditional and emerging issues, and relevant challenges as identified by and recognised bodies.
- 5.4 Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet RSE and Health Education Statutory Guidance, 2020 and The Equalities Act, 2010. It is important to teach RSE through a spiral curriculum. This means will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps to make informed decisions relevant to their age and stage.
- 5.5 RSE will support the school's commitment to safeguard its through a curriculum that prepares them to live safely in the modern world.
- 5.6 Our intended RSE curriculum for each year group may vary in response to emerging public health issues and to reflect the rapidly changing world in which our are living and learning. If this is the case, parents/carers will be provided with appropriate notice before the amended programme is delivered. The curriculum will be complemented by five Personal Development, Collapsed Timetable Days across the year and where possible, themed assemblies, form time activities and cross-curricular links e.g. Science, PE, Food Technology
- 5.7 The RSE curriculum should ensure students gain knowledge and understanding in relevant UK law.

#### 6. Teaching and Learning

- 6.1 A wide range of teaching strategies should be used to promote engagement by all , such as drama, discussions, individual private reflection, quizzes and fact-finding, attitude spectrums, debating, independent research and artistic presentations, etc.
- 6.2 Distancing techniques, such as the use of characters, within RSE avoids feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to who may have experienced unhealthy relationships and/or abuse, reducing barriers to learning.
- 6.3 Teaching should take into account pupil context including SEN and trauma where this information is known and available to staff.
- 6.4 The school's responsibility to safeguard will remain central to curriculum content. The RSE curriculum should seek to prepare students to live safely in the modern world, teaching methodologies and supporting resources.
- 6.5 will be provided with an opportunity to ask questions in an open setting, and will also be provided with an opportunity to raise questions without being identified, through the use of strategies such as an anonymous 'ask-it-basket'.

- 6.6 Teachers will answer questions as fully as they feel is age- and stage- appropriate, based on the level of knowledge demonstrated by during the lesson.
- 6.7 Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague or the school leadership team in order to construct an appropriate answer.
- 6.8 Teachers can refuse to answer a question that they feel is inappropriate, and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question.
- 6.9 Teachers should remain neutral on all issues and not promote a particular personal stance or viewpoint where issues can be subjective. Teaching should instead focus on facts and written law.

## 7. Inclusion

- 7.1 At Sheringham High School we actively celebrate the diversity of our , their families and the wider whole-school community. This should be equally true of the RSE curriculum.
- 7.2 RSE will always be taught in a non-judgmental, non-biased and fully inclusive manner, through clear, impartial, scientific information, as well as covering the law, to ensure all have equal access to our RSE curriculum.
- 7.3 Through consultation, continuous assessment and regular reviews of the curriculum, we ensure that we consistently recognise and respect ' different abilities, levels of maturity, personal circumstances, including sexual orientation, gender identity, faith or culture, and those of their family, friends and the wider whole-school community, in accordance with the school's inclusion policy.
- 7.4 The RSE curriculum should complement other relevant School and Trust-wide policies related to inclusion.

## 8. Safeguarding

- 8.1 Teachers must follow our Safeguarding policies and procedures at all times.
- 8.2 Teachers must also work within the frameworks provided by:
  - a. 'Working Together to Safeguard Children DfE
  - b. 'Keeping Children Safe in Education' DfE
  - c. Norfolk Safeguarding Children Partnership procedures
  - d. Norfolk Safeguarding Children Partnership Protocol: Allegations Against Persons who Work with Children
  - e. 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'
  - f. What to do if you're worried a child is being abused DfE
  - g. Information sharing: advice for practitioners providing safeguarding services, DfE
  - h. 'The Prevent duty: Departmental advice for schools and childcare providers', DfE
  - i. Mandatory Reporting of Female Genital Mutilation- procedural information Home Office
  - j. Sexual violence and sexual harassment between children in schools and colleges', DfE
  - k. Child sexual exploitation: guide for practitioners, DfE
  - l. Teaching online safety in school, DfE
  - m. Mental Health and Behaviour in Schools, DfE
  - n. Data protection: toolkit for schools, DfE

- o. Inspection Handbook, Ofsted
- p. Sexual Harassment, online abuse and sexual violence research and guidance, Ofsted

8.3 Teachers will signpost to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided.

8.4 Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to a pupil's pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

## 9. Assessment

9.1' learning will be assessed at the end of every topic to ensure that are making sufficient progress to build on prior teaching and learning, and that teaching strategies and resources remain relevant and effective.

9.2 Assessment activities will be implicit, forming part of a normal teaching activity to ensure that do not feel under pressure. The evaluation of teaching and learning assessments will be shared with and parents as appropriate.

9.3 RSE teaching will follow the practices outlined in the Assessment and Feedback Policy

## 10. Working with Parents/Carers

10.1 RSE is most effective when it is a collaboration between school and home. Parents will be consulted on the content of this policy prior to ratification by Governors.

10.2 We are clear that parents and carers are the prime educators for the children on many of these matters. As a school, we complement and reinforce this role – building on what learn at home is an important part of delivering a good education.

10.3 The school will provide support to parents and carers through its parent forum, which presents a valuable opportunity to develop awareness of emerging RSE topics and review the resources being used, as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children.

10.4 The school also operates an open door policy enabling parents to discuss RSE at relevant times throughout the school year.

## 11. Right to withdraw

11.1 Parents have the right to request that their child be withdrawn from some or all of the Sex Education within RSE only.

11.2 There is no right to withdraw from Relationships Education or Health Education.

11.3 Any parents wishing to withdraw their child should make an appointment to discuss this with Mr Cartwright, Personal Development Lead.

11.4 Complaints should follow the school/trust complaints policy.