

# Relationships Education & RSE

**Cantell**  
SCHOOL

2021-22



## Relationships Education & RSE Policy

Statutory/Non-Statutory:	Statutory
Approval Level:	Whole Governing Body
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This document sets out the Relationships Education and RSE Policy for the school. Parents are consulted in respect of Relationships Education and RSE policy development and students on curriculum content.

### **What is Relationship Education and RSE?**

“It is lifelong learning about physical, moral and emotional development. It is about understanding 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.

It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.” [Sex and Relationships Education Guidance ref DCFS 0116/2000]

### **Links to Other Policies and Documentation**

Child Protection                      Equal Opportunities

Confidentiality                      Health and Safety

Relationships

The Policy references:

DCSF Guidance for Schools [2020]

OfSTED ‘Sex and Relationships’ [2020]

### **Aims and Objectives**

Relationships Education and RSE within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. In addition, we aim to support young people through their physical, emotional and moral development. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age-appropriate. Parents and carers will be fully informed of policy and practice.

### **Relationships Education and RSE will focus on:**

#### **Attitudes and Values**

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

#### **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 understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

#### **Knowledge and Understanding**

- Information about healthier, safer lifestyles
- Physical development

- Emotions, relationships and reproduction.

### **Curriculum Content**

The curriculum will include:

- Self esteem
- The concept of growth and change
- Respect and responsibility
- Relationships – family, friends; understanding others and respecting and understanding difference
- Feelings
- Looking after your body
- Contraception
- Sexually Transmitted Infections
- Pornography
- Sexual health services

The detail of curriculum planning is available from the Faculty Leader with responsibility for CPSD. Please refer to the CPSD section of the school website for the name of the member of staff with responsibility for CPSD and for more details of curriculum content.

### **Organisation and Delivery**

The Faculty Leader with responsibility for CPSD is responsible for coordinating the policy and curriculum content. Relationships Education and RSE will be taught to all students in Years 7-11 with provision for single-sex groups as appropriate, and will be delivered through timetabled curriculum lessons at KS3, CPSD Curriculum Days at KS4 and in various cross curricular strands with teaching personalised to ensure accessibility for all pupils including SEND and BML.

Other agencies and visiting speakers are part of the input into the programme which is coordinated by the Faculty Leader with responsibility for CPSD.

All linked agencies, as above, will be appraised of this policy and where they fit within the planned programme resources and lesson plans will be reviewed prior to teaching. There will be discussions before any input, including on confidentiality issues, and joint evaluation afterwards. No visitor will work with pupils in a classroom situation without a teacher present.

Parents have the right to withdraw their children from sex education delivered as part of RSE that falls outside of the statutory curriculum (*Education Act, 1996 and subsequent amendments*) - they cannot withdraw from human reproduction as in National Curriculum (NC) Science, for example up to and until three terms before the child turns 16, at which point the child can decide if they wish to receive sex education rather than be withdrawn. Any parents expressing concerns will be invited into school for discussions with the Faculty Leader responsible for CPSD and to view materials and resources. Should they still decide to exercise this right the school will make provision for the supervision of the child. The parent will be advised that they have an obligation to provide the information at home using information available from the DCSF. This information can also be accessed by parents to support with RSE conversations at home.

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering Relationships Education and RSE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance,

pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

The programme will be monitored as an ongoing part of the process by both teaching staff and pupils. [See later section].

### **Monitoring and Evaluation**

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self-review.

Procedures will include:

- termly lesson observations by the *(SLT, Extended SLT and relevant colleagues)* pre-arranged visits by the subject link governor;
- feedback to Governing body on Relationships Education and RSE as part of the curriculum review;
- opportunities for parents to review the taught programme;
- evaluation by pupils of both individual sessions and the whole programme focussing on learning outcomes and appropriate delivery;
- Departmental evaluation of the programme linked to feedback.

The policy will be reviewed, after consideration of all of the above, at least every two years, and ratified by the full governing body.

### **Support and Training**

The governors acknowledge that the effective teaching of Relationships Education and RSE, within the RSHE framework, requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through Continuous Professional Development (CPD). It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy. The Faculty Leader with responsibility for CPSD regularly Audits the skills of staff involved in Relationships Education and RSE delivery.

Governors will also be offered an annual opportunity to be updated on any changes and developments.