



**Queen's Croft High School**

**Relationships and  
Sex Education  
Policy**

<b>Prepared by:</b>	<b>Dawn Martin – Lead for PHSE and RSE</b>
<b>Checked by:</b>	<b>Debbie Bailey, Headteacher</b>
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## **Statement of Intent**

At Queen's Croft school, we understand the importance of educating pupils about sex, relationships and their health and for them to make responsible and informed decisions in their life. The teaching of RSE can help prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with a high quality, evidence and age-appropriate teaching of these subject. This policy outlines how the schools RSE curriculum is organized and delivered, to ensure it meets the needs of all pupils.

### **1. Why do we teach Relationships and Sex Education?**

- We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experience of adult life.
- A key part of this relates to relationships and health education, which must be delivered to every pupil.
- Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- WE understand our responsibility to deliver a high – quality, age appropriate and evidence-based relationship and health curriculum for all our pupils
- This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.
- The school has a key role, in partnership with parents/carers in providing RSE

### **2. Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to the following

- Equality Act 2010
- The Relationships Education, Relationships and sex education and health education (England) regulations 2019
- Children and social work act 2017
- DfE (2021) Keeping children safe in education 2021
- DfE (2021) Teaching about relationships and health
- DfE (2019) Relationships Education, Relationships and sex education and health education

This policy links to the following policies and documents

- Curriculum policy
- PSHE Policy
- Safeguarding Policy
- SMSC Policy
- Anti – bullying policy

### **3. What is RSE?**

#### **Knowledge and understanding**

- Learning and understanding about physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions, and relationships
- Learning about a safe and healthy lifestyle based on accurate information
- Learning about a safe and healthy lifestyle based on accurate information
- Learning about seeking appropriate help and advice

#### **Attitudes and Values**

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, 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
- Learning to respect and value difference and diversity

#### **Personal and social skills**

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

#### 4. Whole School approach

A whole school approach will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE, in particular

**The designated PSHE lead** will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

**The Senior Leadership team (SLT)** will endeavor to support provision and development of RSE in line with the policy by providing leadership and adequate resourcing.

**Governors** will ensure pupils are making the correct progress in this area, that the curriculum is led appropriately, ensuring that teaching is appropriate for all pupils.

**Parents/Carers and other stakeholders** are contacted throughout the year via letter giving them information regarding content and given the opportunity to discuss any issues.

#### 5. Delivery of the curriculum

Through effective organization and delivery of the RSE, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

At all points of delivery of the curriculum, parents will be consulted and their views will be valued.

#### 6. Working with parents

The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the schools approach to RSE.

The school will consult closely with parents when reviewing the content of the schools RSE curriculum and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the schools to make.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of resources the school intends to use to deliver the curriculum.
- Information about parents' rights to withdraw their child from non- statutory elements of RSE.

The school will remain aware that the teaching of some of the aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSE, they will submit these to [d.martin@queenscroft.staffs.sch.uk](mailto:d.martin@queenscroft.staffs.sch.uk), or contact the school office to arrange a meeting with the RSE lead.

## **7. Working with external agencies**

Working with external agencies will be used to enhance our delivery of RSE and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time to time with delivery of the RSE curriculum but will be expected to comply with provision of this policy.

When working with external agencies the school will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with planned curriculum and provision of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils needs.
- Agree with the agency on how confidentially will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the schools child protection and safeguarding policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

## **8. Withdrawal from lessons**

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of the sex education delivered as part of statutory RSE. The school will uphold that parents do not have the right to withdraw their child from the relationships or health elements of the programmes or any topic that is covered in the science curriculum. Requests to withdraw a child from sex education will need to be made in writing or via email to the RSE lead [d.martin@queenscroft.staffs.sch.uk](mailto:d.martin@queenscroft.staffs.sch.uk)

Before granting a withdrawal request, the RSE lead will discuss the request with parents and as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The RSE lead will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All the discussions with parents will be documented in line with the schools record management.

## **9. Assessment**

The school will have the same high expectations of the quality of pupils work in RSE as for other curriculum areas. Lessons will be planned to provide suitable challenge to pupils of all abilities.

Teaching will be assessed and assessments used to identify where pupils need extra support or intervention. There are no formal examinations for RSE; however to assess pupil outcomes, the school will capture progress in the following ways:

- Tests
- Written assignments
- Self-evaluations

## **10. Staff training**

Training will be provided by the RSE lead to the relevant members of staff on a termly basis to ensure they are up to date with the RSE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. "sexting", which may need to be addressed in relation to the curriculum.

## **11. Monitoring and review**

The RSE subject lead will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self – evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny

The RSE lead will create annual subject reports for the head teacher and governing board to report on the quality of the subject.

This policy will be reviewed by the head teacher in conjunction with the RSE lead on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the head teacher. Any changes to the policy will be clearly communicated to all members of staff and where necessary, parents and pupils involved in the RSE curriculum