



ACORN FREE SCHOOL

Relationships and Sexual Health Policy

Date of Issue: May 2018

Date of Review: May 2020

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1. Values and Ethos

The Relationships and Sexual Health Policy has been developed in accordance with the current requirement of the Law, taking into account the children's Act 1989 and 2004 and the Education Act 1996 and 2002, Children's Plan 2007, Skills Act (2000), Education and Inspections Act (2006), Equality Act (2010), Supplementary Guidance SRE for the 21st Century (2014), Keeping Children Safe in Education – Statutory safeguarding guidance (2016) and Children and Social Work Act (2017)

This policy covers our school approach to our personalised curriculum and alternative pedagogical approach reflecting the value that we place on the individual. The ethos of the school focuses firmly on respect and valuing each other, in order to establish good relationships, positive behaviour and attitudes. Care and concern, encouragement and the belief that everyone can achieve will be central to the manner in which staff work with pupils to overcome their difficulties and realise their potential. We recognise kindness and fairness as essential qualities for everybody. This ethos is imperative to our success and building positive relationships with disaffected young people will be our main priority. Once a pupil feels valued and is surrounded by genuine concern and trust they will respond differently. We hope that such interactions will develop compassion within our pupils and help them to further understand the importance of making a positive contribution to their community and society as a whole

We define 'relationships and sex education' as providing young people with learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Information they need to stay safe and build resilience against the risks of exploitations.

We view the partnership of home and school vital in providing the context and support to complement the role of parents who have the prime responsibility in this sensitive area. The content is taught within the moral framework and ethos of the school.

The intended outcomes of our programme are that pupils will:

Be prepared for adult life by supporting them through their physical, emotional and moral developments and helping them to understand themselves, respect others and form and sustain healthy relationships. It also gives young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and staying safe both on and offline.

2. Roles and Responsibilities

The RSE policy and scheme of work will be scrutinised by the governing body led by the name school governor responsible for RSE.

The Head teacher is responsible for reviewing and monitoring the delivery and effectiveness of the RS3 curriculum within the school.

The PSHE lead is responsible for maintaining the RSE curriculum, ensuring it meets the national standards and guidelines and the unique and specific needs of our pupils.

A working party will be ideally made up of the governing body, parents, pupils and teaching staff who will influence the design of our RSE policy and curriculum.

It will be taught by all staff as part of the spiralled curriculum.

Teachers will receive RSE training on:

- Roles and responsibilities
- Attitudes and values
- Confidentiality
- RSE and safeguarding
- RSE curriculum design and implementation
- RSE and outside providers
- Parent/carers right to withdraw

Teachers will never assume that all intimate relationships are between opposite sexes. All sexual health information should be inclusive including LGBTQ people.

3. Curriculum Design

We will ensure young people's views are actively sought to influence lesson planning and teaching.

Is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent.

Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values and opens up discussions about real life situations.

Has sufficient time to cover a wide range of topics, with strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills and accessing services.

Helps pupils understand on and offline safety, consent, violence and exploitation

Is both medically and factually correct and treats sex as a normal and pleasurable fact of life.

Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief or other life experiences for example living with HIV.

Helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex, sexuality from different sources including the media

Teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations who can provide additional help, support and guidance.

Promotes equality in relationships, recognises and challenges gender inequality and reflects girls and boys different experiences and needs.

Uses active learning methods and is rigorously planned, assessed and evaluated.

There will also be relevant learning in other subjects.

(Sex and relationships Education for the 21st Century DFEE (0116/2000)).

4. Safe Practise

We will ensure a safe learning environment by training all staff to be confident in delivery the RSE. This builds on the relationships pupils have already built with staff members. Pupils are encouraged to talk honestly and openly.

Teachers and pupils will establish a group agreement by setting out ground rules at the start of each session and developing listening and speaking skills. Students are encouraged to be actively involved in the development of the agreement.

Teachers will use distancing techniques to depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely. Teachers can also be less anxious about the possibility of upsetting pupils, unexpected disclosures or inappropriate comments.

Teachers will deliver the RSE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that information is unbiased and impartial

Potentially sensitive questions from pupils within lessons will be answered by teachers present. An opportunity will be provided for pupils to speak privately to staff if they feel more comfortable doing so. All staff in school will be trained to deal with more sensitive questions.

Potentially sensitive questions arising from the RSE lesson, but asked outside the RSE lesson, will be by answered by the staff present or the teacher should recommend talking to a trusted, non-judgmental adult. An opportunity will be provided for pupils to speak privately to staff if they feel more comfortable doing so. All staff in school will be trained to deal with more

sensitive questions. If staff feel unable to answer the question they should share this with the pupils and offer an alternative member of staff or encouraged to take the question home.

5. Safeguarding

Teachers should be aware of the school confidentiality policy; this is given to all staff as part of their induction process.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. This should be dealt with in line with Lincolnshire County Councils Safeguarding and Child Protection Policy.

Teachers will consult with the designated safeguarding lead, Head teacher, and in his/her absence their deputy.

Visitors/external agencies which support the delivery of RSE will be required to read and sign to confirm they have read this policy.

A teacher will always be present when classes have visitors as detailed in the protocol for inviting visitors into lessons, RSE Visitors Policy.

6. Parents and other stakeholders

Most of a student's informal Relationships and Sexual Health Education occurs within the family and the school's programme will compliment and build on this. Parents have a right to withdraw their children from all or part of the Relationships and Sexual Health programme that is not included in the Programme of Study for the Science National Curriculum. Any parent wishing to withdraw a child from the program should inform the Head teacher in writing of their decision.

Details of the RSE curriculum are shared with parents during pupil induction and information is available on the school website. Pupils who are withdrawn will be accommodated separately and will be set alternative work to complete.

We are committed to working parents and carers through encouraging them to engage where appropriate.

We will notify parents and carers when RSE will be taught by contacting home via direct telephone contact.

As part of our whole school approach to RSE, parents will have the opportunity to view the outline of the curriculum via the school website.

Parents and Carers will be invited to see the resources the school has selected for RSE and shown how they are used on request.

Pupil voice will be used to review and tailor our RSE programme to meet the different needs of the pupils by an open discussion with pupils on a termly basis allowing them to share the issues they would like to explore.

7. Resources

High quality resources sourced and endorsed by the PSHE Association, Sex Education Forum or other reputable organisations will support our RSE curriculum within the school. All resources will be reviewed on a regular basis to ensure they support the diversity of RSE learning within the curriculum.

Selected resources, such as books, film clips, will be used which support and promote understanding within a values context and underpinned by the values and ethos of our school. All resources that are freely available on the internet will be checked to make sure they support inclusion, contain accurate information from authoritative medical sources and clearly separate opinions, beliefs and facts.

Appropriate RSE resources will be available for parents to review or borrow on request.

8. Assessment and reporting

Assessment in RSE will take the approach that progress is measured by the adjustments in pupil's views, attitudes and values to topic areas.

Teachers will critically reflect on their work in delivering RSE through additional whole school training.

Pupils will have opportunities to review and reflect on their learning through class discussion.

Pupil voice will be influential in adapting and amending planned learning activities through regular reviews of the curriculum delivered within our school.

A range of assessment activities will be used and these will include class discussion and written end of topic tests.

Teachers will ensure that the learning objectives have been met by evaluating practise and adapting learning in all sessions. .

9. Links to others policies

- ✓ PSHE and Citizenship
- ✓ Behaviour and discipline
- ✓ Anti- Bullying
- ✓ Safeguarding
- Confidentiality
- RSE Visitors