
RELATIONSHIPS AND SEX EDUCATION POLICY

Person(s) Responsible:	Mrs C Charman
Governors' Committee:	Curriculum Development Committee
Last Review Date:	Autumn 2022
Next Review Date:	Autumn 2023
Status:	Statutory

Vision

For every individual, regardless of ability, to achieve their full potential. We prepare our students by developing their awareness of self and of the choices and risks they face with respect to relationships now and in the future. As a result they will have the confidence to make positive choices.

Aims

Collingwood College aims to help and support its students through their physical, emotional, and moral development. The Personal, Social, Health and Economic (PSHE) curriculum will be used to help students learn to respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood by:

- Providing a framework in which sensitive discussions can take place
- Preparing students for puberty, and giving them an understanding of sexual development and the importance of health and hygiene
- Helping students develop feelings of self-respect, confidence and empathy
- Creating a positive culture around issues of sexuality and relationships
- Teaching students the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a secondary academy school, we must provide Relationships and Sex Education (RSE) to all students as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Collingwood College we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – Subject lead PSHE pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all College staff were given the opportunity to reflect on PSHE provision and make recommendations
3. Parent/stakeholder consultation – parents were invited to give their views on PSHE provision
4. Student consultation – we asked what students want from their RSE
5. Ratification – once amendments are made, the policy is shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

We are developing the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and do not seek answers online.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Philosophy, Religion and Culture (PRC).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The Governing Board

The Governing Board will hold the Principal to account for the implementation of this policy. The Governing Board has delegated the approval of this policy to the Curriculum Development Committee.

The Principal

The Principal, in partnership with Year Managers, is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.

Teaching staff

Teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with their Year Manager or the Subject Lead PSHE.

Form tutors are responsible for teaching RSE as part of PSHE lessons at Collingwood College.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the College will arrange this.

Requests for withdrawal should be put in writing and addressed to the Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The subject lead PSHE may also invite visitors from outside the College, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Joint Leadership Team through Learning Walks.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by subject lead PSHE annually. At every review, the policy will be approved by the Principal and the Curriculum Development Committee.