



RELATIONSHIPS AND SEX EDUCATION POLICY

2018/2019

School	BEDALE HIGH SCHOOL
Headteacher	TONY RAWDIN

Named personnel with designated responsibility for this policy

Academic year	Designated Senior Person	Nominated Governor	Chair of Governors
2016/17	Tony Rawdin	Gerry Price	Gerry Price
2017/2018	Tony Rawdin	Gerry Price	Gerry Price
2018/2018	Tom Kelly		J Reed/S Ingram

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff

Date Ratified by Governors	Review Date
November 2018	November 2019

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1. Aims

The aims of relationships and sex education (RSE) at our school are to ensure students learn about:

- different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

The aims above are in line with the core expectations that we promote to all students: maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be.

2. Statutory requirements

Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSE will become statutory in all schools from September 2019.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Bedale High School we have chosen to implement the teaching of RSE as set out in this policy from 2018.

3. Definition

RSE is about the emotional, social and cultural development of pupils, 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.

4. Delivery of RSE

RSE is taught within the school's personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Across both Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

5. Roles and responsibilities

5.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 6).

5.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- 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 the headteacher.

5.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

6. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSE.

Parents can identify when RSE is being covered by referring to the PHSE 5 year overview document on the school website .

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Appropriate alternative work will be given to pupils who are withdrawn from RSE.

7. Training

Staff are trained on the delivery of RSE and meet on a regular basis with the Head of Faculty during Faculty Meeting time, on INSET days and during CPD twilight sessions.

The headteacher and Heads of Key Stages 3 and 4 will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

8. Monitoring arrangements

The delivery of RSE is monitored by the Head of Faculty through the Quality Assurance programme of learning walks, book scrutinies, lesson observation and student voice as detailed in the school calendar.

Pupils' development in RSE is monitored by class teachers through the use of, "I Can ..." statements, but is not formally assessed using the 9-1 grading system used by other subject areas.

This policy will be reviewed every two years. At every review, the policy will be approved by the governing body.