



Durrington High School

Relationships and Sex Education Policy

1/9/20 onwards

1. Introduction

Durrington High School and its staff take their responsibility to provide students with comprehensive, current and relevant Relationships and Sex Education (RSE) seriously.

As such, this learning is primarily delivered to students across all year groups through timetabled Social Moral Education (SME) lessons. Students' study of RSE continues through years 10 and 11, continuing in greater depth and with more challenging topics. RSE is not a stand-alone GCSE however aspects of the RSE curriculum are covered in a number of other GCSE courses., including GCSE Citizenship and GCSE science.

This policy has been produced in line with current statutory guidance. It is subject to ongoing review and updating; it will be republished periodically on the school website for parents/carers to access. Parents/carers can also request hard-copies from the school.

Definition: Sex and Relationship Education

Sex and Relationship Education will provide students with the knowledge needed to make informed decision about their wellbeing, health and relationships so that they can embrace the challenges of creating a happy and successful adult life.

2. Policy aims

The study of RSE by students is part of the school's wider work in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Our core school values of Kindness, Aspiration, Perseverance and Pride are supportive of all students and help them to recover, with support, from knocks and challenging periods in their lives.

Further, more specific aims of the RSE policy are:

For students to*

- learn and understand about physical, moral and emotional development.
- be taught and understand what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship.

- understand the role of parenting and stable relationships as building blocks for community and society.
- be taught about sex, sexuality and sexual health in an age/stage appropriate way and in such a way that they understand, and furthermore that they have the opportunity to raise questions in a safe and mutually supportive environment.
- have all the background knowledge they need to make informed decisions and responsible choices specifically in relation to RSE as they grow up.
- be supported in raising their self-esteem and confidence, improving their communication and assertiveness skills to enable them to stay true to their values if challenged by others (their peers, older peers/adults, in online interactions and in what they see in the media)
- be able to explore and be specifically taught how they can lead healthy and safe lifestyles, how to care for and respect their bodies and where they can go (within school and in the wider community) to seek additional information or support
- be taught to understand more about and be accepting of multicultural society within the UK and the wider world; including the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of other people and religions.
- be confident in recognizing and understand how to take positive actions against any expressed beliefs and/or behavior that has no place in British society (for example* homophobia, racism, extremism and/or discriminatory language)

For parents/carers to*

- be clear on what content is taught to students and when as part of the RSE curriculum at Durrington High School (other documents will support this – see appendix A)
- to know who they can contact to express views/ask questions or raise any other points in relation to the RSE policy or delivery of RSE content at Durrington.

For teachers (and other staff) who deliver aspects of RSE to*

- be clear and confident in their responsibilities and delivery to students
- understand and only raise for discussion age-appropriate issues/content/material with students^
- to know themselves where to access up-to-date information and guidance (including where also to gain support from if delivering an unfamiliar or particularly challenging topic material)

^it may be that a student raises an issue/topic that is considered not to be age appropriate. The member of staff will treat this sensitively and make a judgement call about how far to discuss any particular issue, whether there is an emerging safeguarding concern and any appropriate next steps that may be needed.

The teaching/delivery of RSE is explicit in its aim to not in any way encourage any students to become sexually active at a young age.

3. Staff roles and responsibilities

The SME department team (specialist staff) leads on the delivery of RSE within the curriculum. The policy and curriculum map, schemes or work and individual lessons will be developed and delivered mainly by a team of subject specialist staff. Where non-specialist staff are used they will be supported and worked alongside to ensure their delivery is in-line with departmental/school expectations and this policy.

The coverage of RSE extends into other settings/time within the wider school. This includes* discussions delivered by

- Company tutors
- Company leaders (in assemblies for example)
- The wider pastoral team when they do small group work and individual work with students

These staff too will have access to regular, up-to-date information and training to support them in their work with students.

A key part of the delivery of RSE is that staff delivering any aspect of the RSE curriculum (whether formally within lessons or in a different role) feel and are supported. As such staff work together (and with outside professionals as deemed necessary) to continually professional develop their knowledge and skills.

Where useful, and in relation to specific aspects of the RSE curriculum, guest speakers are invited to visit lessons and deliver content. Class teachers will always remain with the groups, content coverage will always have been pre-agreed (notwithstanding the fact that neither teachers/guest presenters can plan for every question/eventuality). Examples of specialists who may support RSE delivery and work with students in lessons include* school nurses.

Student disclosures

As the topics covered and discussions held within lessons (and with wider pastoral staff) can prove sensitive and personal there is the potential for

- Students to want to discuss personal worries/concerns and or seek specific advice from staff
- Students to feel very uncomfortable within the classroom due to past experience
- Students making disclosures to staff

Wanting to discuss sensitive topics or worries/concerns is not a sign of weakness and will not be discouraged by staff however, where the member of staff feels uncomfortable or out of their depth in terms of knowledge/experience, the situation will be discussed and passed on to a more experienced or specialist colleague.

All staff are trained to be aware

- not to promise confidentiality when speaking to students
- of who they should contact/speak to if they or a student needs specialist advice or support (within and outside of school)
- not to offer personal opinions or make judgmental statements to students (without stating the opinion is a personal not professional one)
- of who to contact if they feel a student is at risk (as per safeguarding policy)

4. Parent/carer support and engagement

The school and SME team welcome questions and feedback on the RSE policy and program of study. However, decisions around the policy, program of study and content of lessons remain at the discretion of the school and ultimately DMAT.

We recognise that parents/carers (and indeed students) can find the discussion of sensitive topics covered within RSE challenging. We encourage parents/carers to try to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through SME lessons.

If parents/carers feel they would like additional support/information they are free to contact their child's SME teacher or company team for advice. Contact details are on the school website. We are happy, where it is reasonable (Head of School would make a final decision on this) to share with parents/carers key resources, topic coverage and wider subject curricular plans.

Withdrawal from RSE

RSE is recognised by the school and trust as an essential part of the work we do to educate and develop students. We would urge parents/carers to consider this very carefully before making any request to withdraw their child from lessons.

However, we accept that it is the statutory right of a parent/carer to withdraw their child. The right of withdrawal applies only to the sexual education aspects of RSE. Parents/carers do not have the right to withdraw their child:

- from elements on human growth and reproduction (covered within the National Curriculum for science), and
- from any wider parts of relationship and health education
- from the sexual education aspects of RSE after the point is reached where the child in question is within 3 school terms of their 16th birthday.

The process for making a withdrawal request is to send this to the school, in writing, FAO the Head of SME. The school reserves the right to challenge parents/carers when it is felt that withdrawal would cause more harm/create more risk than benefit to the individual child.

(See appendix B for rights of parents/carers)

5. Supporting students with SEN special educational needs

Where a student is known to have specific Special Educational Needs (that are specifically a barrier to the learning within the RSE curriculum) the member of staff leading delivery is expected to adapt content and delivery. This being as far as is reasonably possible, so as to ensure that individual student understands key concepts and ideas of the material covered.

Additional support, advice and guidance is available to staff working with students on any aspect of RSE from specialists within and outside of school.

6. Policy approval, monitoring and review

The Head of School (on behalf of the governing body) will review and approve this policy ensuring all statutory coverage and expectations are met. The policy will also be shared with the local governing body and all staff who deliver RSE.

A formal period of parent/carer consultation will form part of the feedback process on this policy. The formal policy (not curriculum content) is bi-annually reviewed; this is unless there are considered to be major updates where wider consultation is needed sooner. The next planned date of review is June 2022.

Feedback from students will take place regularly and in a variety of informal and formal ways. Staff will specifically seek feedback from students in relation to

- their understanding of content covered
- whether the topics being discussed are current/relevant issues they are facing consider their age/stage and the community in which they live

The aim of all feedback will be to improve the overall student experience of RSE at Durrington.

Appendix A: Curriculum topic overview

This is published on the school website for parents/carers to view.

Appendix B: Linked guidance and supporting documentation

DFE: Relationships Education; Relationships Sex Education
Statutory guidance July 2019.

And a range of national guidance documents which include*

- [Keeping Children Safe in Education](#)
- [Behaviour and Discipline in Schools](#)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#)
- [Alternative Provision](#)
- [Mental Health and Behaviour in Schools](#)
- [Preventing and Tackling Bullying](#) (including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#)

The policy is supported by a range of other school policies*

- Child protection
- Behaviour policy
- SEN & inclusion policy