
RELATIONSHIPS AND SEX EDUCATION (RSE) & HEALTH EDUCATION POLICY

Policy Reviewed and Adopted by Local Governing Body

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AHT Safeguarding & Pastoral

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Relationships education, relationships and sex education (RSE) and Health Education policy

1. Rationale and ethos

1.1 This policy covers Eggescliffe's school approach to Relationships Education and Relationships and sex education (RSE) and Health education (including PSHE)

1.2 This policy was produced by Dianne Williams in consultation with the Senior Leadership team and the Pastoral team at Eggescliffe School

1.3 At Eggescliffe School we believe RSE is important for the pupils because:

1. Children and young people have the right to a high quality education as set out in the UN Conventions on the Rights of the Child
 2. Children and young people want to be prepared for physical and emotional changes they will experience in their teenage year and want to learn about relationships
 3. High quality RSE is a vital part in meeting safeguarding requirements. It is vital children and young people learn about safety and risk in all types of relationships
 4. Eggescliffe has an obligation to promote pupils well-being (children's Act 2004) and to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 1996)
 5. Every state funded school must offer a curriculum which is balanced and broadly based and promotes the spiritual, moral. Mental and physical development of pupils at the school
- Eggescliffe School define RSE as learning about the emotional, social and physical aspects of growing up. human sexuality, relationships, sex and sexual health
 - A comprehensive, relevant and engaging programme for RSE will provide accurate information on the body, reproduction, sex and sexual health.
 - It will allow pupils to develop essential skills for building positive relationships in both the real and virtual world
 - Eggescliffe School's overall aim for its pupils to be able to make informed decisions, to know where to access help and support on a range of issues and how to live in the wider world.
 - Pupils need to be aware of influence in both the real and virtual world and to able to think critically about these
 - Pupils also need information to help them develop healthy, nurturing relationships of all kinds

1.4 At Eggescliffe School we ensure RSE is inclusive and meets the needs of all pupils including those with SEND needs by:

1. QFT
2. A thoroughly planned curriculum with a range of teaching techniques and resources to engage all
3. Promoting 'ground rules' for discussion
4. Giving pupils opportunities to ask questions using the 'Ask it' basket technique
5. Providing additional support for tutors where necessary

1.5 At Eggescliffe School we ensure RSE fosters gender and LGBT+ equality by:

1. Promoting an inclusive environment
2. Ensuring pupils know what protected characteristics are
3. Fostering respectful relationships and behaviour by all
4. Addressing issues concerning gender and LGBT+ promptly and appropriately
5. Promoting high discussions within RSE lessons
6. Specific teaching content on gender and LGBT+

1.6 The intended outcomes of the RSE programme at Eggescliffe School are that pupils will:-

1. Know and understand what a healthy relationship is, that there are many types of relationship and aspects of the law relating to consent. They will also know where to seek advice and support if necessary
2. Understand they have a right to be treated with respect whatever their individual circumstances are
3. Understand that they have a responsibility to treat others with respect and to tell a trusted adult of any concerns they have about another person (adult or child)
4. Develop the skills of decision making, making informed choices, listening and discussing in a safe environment

2. Role and responsibilities

- The RSE programme will be led by Dianne Williams
- It has been planned by Dianne Williams in conjunction with other pastoral staff
- The programme will be delivered by form tutors following a set programme with lesson plans and resources provided to ensure a consistency of experience for pupils
- Teaching staff will receive RSE training on the content in the programme, how to promote high quality discussion and also in approaches on how to deal with ‘difficult’ questions

3. Legislation (Statutory regulations and guidance)

- Eggescliffe School is teaching RSE. It became statutory in September 2021.
- The RSE policy supports/compliments the following policy at Eggescliffe School
 - a. Anti-bullying policy
 - b. Peer on peer abuse policy
 - c. Online safety policy
 - d. Behaviour policy
 - e. School visitor policy
- The documents that inform this policy include:
 - a. Education Act 1996
 - b. Equality Act 2010
 - c. Supplementary Guidance for SRE in the 21st Century 2014
 - d. KCSIE 2021
 - e. Children’s Act 2004
 - f. Relationship Education, Relationships and Sex Education and Health Education 2019

4. Curriculum Design

- The RSE programme at Eggescliffe School is an integral part of our school timetable and PSHE programme

- The RSE programme is layered in approach from Y7-11 where topics are revisited but with increasing complexity and age appropriate content
- The RSE programme is delivered in the 'Tutorial time' each week for all students. The programme has a range of teaching methods including paired and group work, film clips, whole class discussions, presentation. It will also include outside speakers where appropriate.
- The RSE (and PSHE/citizenship) programme are reviewed annually. Pupil voice is collated each term and this helps ensure that the RSE (and PSHE/Citizenship) remain relevant, engaging and age appropriate. We can also respond to changing circumstances in both the real and virtual world
- Individual tutors will be responsible to differentiation as they know their group's individual needs. Advice will be available for Dianne Williams and the SENCO Dr Caroline Lear if required.
- Pupils will be encouraged to reflect on their learning in RSE by the plenary activities in the lesson as well as benchmarking questionnaires.
- Many of the resources developed for RSE (and PSHE/citizenship) have been adapted from material from specialist organisations including the PSHE association, Brook, CEOP, NSPCC, Sex education forum and Stonewall.
- An overview of the RSE curriculum (and PSHE/citizenship) is available in the PSHE curriculum document and a summary outline is available on the school website

5. Safe and effective practise

- At Eggescliffe we ensure a safe learning environment by
 1. Always working within the school's safeguarding and confidentiality policy
 2. Promoting outstanding classroom behaviour
 3. Promoting respectful relationships
 4. Encouraging tutor and pupils to develop ground rules for discussion and sticking to these
 5. Allowing the students the 'right to pass'
 6. Using appropriate and correct language at all times
 7. Challenging the opinion not the person
 8. De-personalising discussions
 9. Challenging discriminatory comments
 10. Seeking advice from others if necessary

6. Safeguarding

- Teachers at Eggescliffe are aware that effective RSE brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure. If so
 - The member of staff MUST follow the usual safeguarding procedures and report to the DSL Caroline Wright or the DDSLs Dr Caroline Lear, Carolyn Hewitt, Georgina Crook (Sixth Form) and Stephen Morrison.
 - Visitors who may support the delivery of RSE will be required to have proof of an Enhanced DBS check if they are to work alone with pupils. In most cases it would be usual for a member of school staff to be present during any presentations

7. Engaging Stakeholders

- Parents/carers have been informed of this policy via Parentmail and it will be available on the school website
- Staff at Eggescliffe School will be happy to discuss the rationale of what is being taught in RSE lessons (and PSHE/citizenship) with parents/carers
- It will be made clear to parents/carers that they have the right to withdraw their child from RSE content that is not part of the statutory NC science curriculum. However, we do believe that a discussion should take place so that the right decision can be made for the child.
- If a parent/carer requests that their child be removed from RSE then the child will be supervised and provided with appropriate work.
- Governors are regularly informed of the RSE policy and curriculum content through HT reports and meetings

8. RSE policy review

- This policy will be reviewed in July 2022
- It will be reviewed by Dianne Williams in conjunction with SLT and Pastoral leads
- This will ensure the policy is up to date and reflects the most recent legislation as well as the educational needs of the pupils