



MEADOW PARK SCHOOL

Relationships and Sex Education Policy

Approved by:

LGB

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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils 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 Whitley Academy we teach RSE as set out in this policy.

3. Policy development

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

1. Review – members of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – members of staff with specific areas of specialism (Safeguarding and SEN) as well as individual departments were consulted in the development of the policy. Including a subject audit.
3. Parent/stakeholder consultation – parents and any interested parties were invited to complete a questionnaire regarding topics and proposed timings.
4. Pupil consultation – we are intending on having a pupil consultation once students return to school in a more normal capacity. Including regular reviews with students to ensure we continually improve the curriculum.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. 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.

5. Delivery of RSE

In collaboration with the SEN department, we have decided that the following strategies will be used for SEN students to ensure the curriculum is accessible for them.

- PSHE lead to ensure SEN department are aware of the curriculum plan.
- SEN department to highlight specific students who would benefit from TA support in sessions
- SEN to include SRE discussions as part of their departmental meetings before lessons commence to discuss plans for delivery
- If appropriate, SEN to deliver small sessions to students
- SEN and PSHE leads to discuss options for external support (such as CCT) with pitching lessons
- HLTAs/TAs can prepare students in advance during intervention sessions or 1-1s for upcoming sessions

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 religious education (RE). Online safety is also taught in our ICT curriculum.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional where possible.

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).

6. Roles and responsibilities

6.1 The governing board

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

6.2 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 8).

6.3 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.

6.4 Pupils

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

7. 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 school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the principle.

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.

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

8. Training

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

The Headteacher 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.

9. Statement from Coventry City Council regarding LGBT+

Coventry is an increasingly diverse and vibrant city with a global reputation for peace and reconciliation, which we celebrate. It is within this context that we are supporting Coventry schools to ensure that the emotional health and educational needs of all pupils and their families are appropriately met.

As a Local Authority, in partnership with local unions and other key stakeholders, we support Coventry schools in delivering inclusive Relationships and Sex Education to teach all members of the school community about mutual respect and tolerance for each other.

Therefore, we support all Coventry schools to include learning about LGBT+ appropriately as part of the statutory curriculum, in accordance with the Equality Act 2010, and protect their right and duty to do so.

10. Monitoring arrangements

The delivery of RSE is monitored by the Assistant Vice Headteacher who has responsibility for PSHE/RSE through: curriculum mapping, work trawls and learning walks.

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

This policy will be reviewed by the assistant Vice Headteacher annually. At every review, the policy will be approved by Headteacher.

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	