



Thomas Clarkson Academy RSE Policy

Rationale and ethos

This policy covers our schools approach to the planning and delivery of our RSE (Relationships and Sex Education) programme. It was produced by Rebecca O'Dell, the coordinator of PSHE, through consultation with the SLT lead Scott Chamberlain and Head teacher Matthew Dobbing.

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing.

RSE is an entitlement for all children and young people and must:

Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision.

Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;

Include the development of skills to support healthy and safe relationships and ensure good communication about these issues.

Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media.

Provide opportunities for reflection in order to nurture personal values based on mutual respect and care

Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner.

Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

Be delivered by competent and confident educators.

Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by delivering the RSE to all pupils and differentiating elements of the programme to make it accessible. We ensure RSE fosters gender equality and LGBT+ equality by integrating examples throughout the programme and delivering specific lessons on these issues.

Roles and responsibilities

The RSE programme will be led by Rebecca O'Dell, the coordinator of PSHE. It will be taught by dedicated staff members during years 7-9 lesson time, and to years 10-11 during tutor time programme. 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.

Teaching staff will receive training on the delivery of RSE as part of their continuing professional development. Staff delivering more sensitive issues involved in the RSE programme have received training from outside agencies.

Legislation (statutory regulations and guidance)

We are required to teach RSE as part of the revised statutory guidance from the DfE (Department for Education). From September 2020, regulations and guidance state that 'all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.'

Parents right to withdraw their child

Parents have the right to withdraw their children from the non-statutory/non-science 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

The elements that can be withdrawn from include:

Y7 Term 3.2 – Puberty (male and female), Female genital mutilation (FGM), wet dreams and erections

Y8 Term 3.2 – Fertility and fertility issues, menopause, stalking and harassment, Up skirting and revenge porn.

Y9 Term 3.2 - Are you ready, consent, contraception, STI's, Pregnancy, Up Skirting and the problem with porn.

Requests for withdrawal should be put in writing using the form found in the Appendix of this policy 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. Alternative work will be given to pupils who are withdrawn from sex education.

Curriculum design

Our RSE programme is an integral part of our whole school PSHE education provision and will cover intimate relationships, boundaries and consent, sex in the media, peer pressure and periods. An overview of the learning in each year group can be found in the PSHE Year Overview.

The RSE curriculum has been designed to be inclusive and match the needs of our pupils. The programme will be taught through a range of teaching methods and selected resources, such as clips, will be used to support pupils understanding. The resources used in our RSE provision will be regularly reviewed.

Pupils will be encouraged to reflect on their own learning and progress by completing a self-assessment of knowledge surrounding the key issues.

Safe and Effective practice

We will ensure a safe learning environment by teachers and pupils agreeing to ground rules at the start of the topic. Pupils' questions will be answered sensitively, and if a teacher does not know the answer they are advised to ask for time to seek guidance to ensure the correct answer is given.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue, in these instances staff will follow the schools safeguarding policy. Any visitors or external agencies which support the delivery of RSE will be required to have an understanding of this policy.

Engaging stakeholders

Parents will be informed about the policy through text messages home. The policy will be available to parents through the schools website. We are committed to working with parents and carers by giving them opportunities to share their opinions and taking these into consideration during our review process.

We wish to work closely with parents to ensure that they are fully aware of what is being taught to which year groups and to provide them with additional resources and support.

As part of our whole school approach to RSE, Parent Information and opportunities for parents to view the materials and resources used will be offered at parent's evening. We will notify parents when Relationships and Sex education will be taught, by sending text messages/letters to parents.

Pupil and staff voice will be used to review and tailor our RSE programme to match the different needs of our pupils.

Monitoring, reporting and evaluation

The delivery of RSE is monitored by Rebecca O'Dell, co-ordinator of PSHE, by conducting learning walks and work scrutinises. Pupils will have opportunities to review and reflect on their learning through the use of our self-assessment process at the start and end of the delivery of RSE. Pupil and staff voice will be influential in adapting and amending planned learning activities during the review process.

Reviewed by TCA SLT & PSHE Coordinator

Last reviewed October 2024

Next review October 2025

Appendix: 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	
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TO BE COMPLETED BY PARENTS	