



A C A D E M Y
L A N G L E Y

RSHE Policy

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1. What Is Sex and Relationship Education?

RSE is lifelong learning about relationships, physical and sexual health, and moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, and family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

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.

2. Aims

The aims of relationships and sex education (RSE) at Q3 Academy Langley are to:

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

In addition, Q3 Academy believes that RSE should:

- ✓ Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life;
- ✓ Be an entitlement for all young people;
- ✓ Encourage every student to contribute to our community, and aim to support each individual as they grow and learn;
- ✓ Be set within this wider Academy context and support family commitment including love, respect and affection, knowledge and openness. Family is a broad concept, not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- ✓ Encourage students and Learning Consultants to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any in particular. The important values are love, respect, and care for each other;
- ✓ Generate an atmosphere where questions and discussions on sexual matters can take place without any stigma or embarrassment;
- ✓ Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes;
- ✓ Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

RSE in the Academy has three main elements:

Attitudes and Values

- ✓ Learning the importance of values, individual conscience and moral choices;
- ✓ Learning the value of family life, stable and loving relationships, and marriage;
- ✓ Learning about the nurture of children;
- ✓ Learning the value of respect, love and care;
- ✓ Exploring, considering and understanding moral dilemmas;
- ✓ Developing critical thinking as part of decision-making;
- ✓ Challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- ✓ Learning to manage emotions and relationships confidently and sensitively;
- ✓ Developing self-respect and empathy for others;
- ✓ Learning to make choices with an absence of prejudice;

- ✓ Developing an appreciation of the consequences of choices made;
- ✓ Managing conflict;
- ✓ Empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited and exploiter).

3. 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 Q3 Academy Langley we teach RSE as set out in this policy.

4. 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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance;
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
3. Pupil consultation – we investigated what exactly pupils want from their RSE;
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, Learning Consultants will respond in an appropriate manner so they are fully informed and do not feel the need to seek answers online.

6. Delivery of RSE

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).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional or via staff that have been trained by health professionals (Ethos Week).

Q3 Academy Langley specifically delivers RSE through its PSHE Programme, P.E lessons, and Science lessons at KS3, and KS4.

Much of the RSE at Q3 Academy Langley takes place during Tutor Time. Personal Tutors generally deliver the PSHE Curriculum with support from professionals where appropriate. Personal Tutors work closely with their tutees over a number of years and are ideally placed to work with students on many of the RSE strands as they have in depth knowledge of each of their tutees' individual circumstances. RSE lessons are set within the wider context of the SMSC curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. Aspects of the PSHE programme are integral to the Science National Curriculum and are delivered by a specialist team. These lessons have a more detailed focus on the physical aspects of development and reproduction; however, the importance of healthy relationships is still addressed.

The SMSC Programme and Science National Curriculum are taught to every year group.

Any RSE lessons may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a

level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist Learning Consultants support Personal Tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered by the year team or the SMSC co-ordinator who will help with the planning or delivery of lessons if required.

Assessment is carried out at the end of every module and involves Learning Consultants, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

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).

7. Roles and responsibilities

7.1 The Governing Board

The governing board will hold the Head of School to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the VP responsible for SMSC & RSE.

7.2 The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

7.3 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 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 Head of School.

RSE is taught by all staff amongst all Key Stages at Q3 Academy Langley.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the 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 and addressed to the Head of School.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and take appropriate action.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. In the build up to Ethos Weeks, additional training is given to staff that may be required/asked to deliver RSE.

The Head of School 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the RSE leads, PLDs and VP through:

- ✓ Auditing;
- ✓ Planning Scrutiny;
- ✓ PLD/SLT Learning Walks;
- ✓ Robust Quality Assurance;

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

This policy will be reviewed by SLT Annually. At every review, the policy will be approved by the board of Governors.

It is the responsibility of the VP in charge of SMSC to oversee and organise the monitoring and evaluation of RSE, in the context of the overall Academy plans for monitoring the quality of teaching and learning. The SMSC delivery team will undertake an annual self-evaluation that will be guided by key members of the leadership team.

The Governors' Curriculum and Staffing Committee have ultimate responsibility for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy.

The Governing Body will review this policy annually and assess its implementation and effectiveness.