



# Champion EDUCATION TRUST

## RELATIONSHIP AND SEX EDUCATION POLICY

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A family of Schools

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## RELATIONSHIPS AND SEX EDUCATION POLICY

### 1. AIMS

The aims of relationship 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

Under [section 3.6 of the National Curriculum](#), SRE is compulsory from year 7 onwards.

Secondary schools must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Crosshill School we teach SRE as set out in this policy.

### 3. DEFINITION

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

**SRE is not about the promotion of sexual activity.**

### 4. DELIVERY OF SRE

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 values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being (adapted from Sex Education Forum, 2014).

In the context of so many linked areas of learning, teachers should determine the needs of their students and tailor the lessons accordingly. It is important to build on and complement existing knowledge, understanding and skills. The lessons can be adapted to fit specific programmes and differentiated to meet student needs.

Whichever material is used, all RSE lessons should:

- Be taught within the context of a broader PSHE education programme
- Be taught in a safe classroom environment
- Start from where students are in terms of their existing knowledge, understanding, skills, beliefs and attitudes
- Be taught in a non-judgmental way

- Support gender and LGBT+ equality and challenge all forms of discrimination
- Be grounded in realistic scenarios but not personal experiences
- Provide reliable, accurate information, distinguishing between fact and opinion
- Be taught by teachers who have adequate training and support from colleagues
- Take students' current circumstances and previous experiences into account
- Challenge unrealistic social norms

At Crosshill all students engage in Relationship, Sex, Education (RSE), below is a breakdown of the elements we cover across our different curriculum offers and Key Stages:

All pupils have 1 session a week allocated to PSHE. KS3 & KS4 follow the same program of study however this is differentiated and delivered through the various schemes of work to ensure that the work is accurately pitched to the student's level of learning. At Crosshill we use **PSHE Association SEND scheme of work, EQUALS** and have created our own scheme of work, which allows an experiential learning opportunity, the areas covered at KS3 and 4 are:

- Self-Care-support and Safety (feeling unwell, feeling frightened and worried, Accidents and risks)
- Self-awareness: (personal strengths, skills for learning, prejudice and discrimination, managing pressure)
- Managing feeling, (self-esteem and unkind comments, strong feelings,)
- Healthy lifestyles (elements of healthy lifestyles, mental wellbeing, physical activity, healthy eating, body image, medicinal drugs, medicinal drugs, drugs, alcohol and tobacco)
- Changing and growing: (Puberty, friendship, healthy/unhealthy relationship behaviours, intimate relationships, consent and contraception, long term relationships and parenthood)
- The world I live in (Diversity, rights and responsibilities, managing online information, taking care of our environment, preparing for adulthood, managing finances)

Key Stage 4 and 5, pupils will also be gaining qualifications via;

- |                                               |                 |
|-----------------------------------------------|-----------------|
| • Equals Moving on                            | KS4 Informal    |
| • Asdan Lifeskills Challenge                  | KS4 Semi-Formal |
| • BTEC Entry 3 Emotional health and Wellbeing | KS4 Formal      |

**Progression is tracked using B-Square using Progression Steps in KS3 and Steps4Life for KS4 and KS5.**

## **5. ROLES AND RESPONSIBILITIES**

### **5.1 The governing board**

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

### **5.2 The headteacher**

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 6).

### **5.3 Staff**

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- 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 SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

Creating a safe classroom environment is of paramount importance. It is vital that if students need to make personal disclosures, they do so in a suitable, one-to-one setting. It is not appropriate, therefore, to encourage students to talk about personal matters in the classroom. In order to create a safe classroom environment, students need to have sources of additional support signposted to them, and it is vital that clear ground rules are established or reinforced and that the concepts of confidentiality and anonymity are covered at the start of the lesson.

### **5.4 Pupils**

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

## **6. PARENTS' RIGHT TO WITHDRAW**

Parents' have the right to withdraw their children from the non-statutory components of SRE.

Requests for withdrawal should be put in writing 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 SRE.

## **7. TRAINING**

Staff are trained on the delivery of SRE if expected to deliver it and it is included in our continuing professional development calendar when appropriate.

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 SRE.

## **8. MONITORING ARRANGEMENTS**

The delivery of SRE is monitored by Sharon Booth as lead on PSHE and this is facilitated through Curriculum development, learning walks and book scrutinies.

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

This policy will be reviewed by Lidia Gardner (Headteacher) on an annual basis. At every review, the policy will be approved by the governing body.

Dear Parent / Guardian,

As you may be aware, relationships and sex education (RSE) are an integral part of the National School Curriculum. So with this in mind, we have incorporated both subjects into PSE.

We wish for students to be involved in RSE throughout their time at Crosshill to ensure they have a sound understanding and an awareness of serious issues

As with all sex and relationships education taught outside the science curriculum, you have the right to withdraw your child from these lessons. Should you wish to do this please notify me in writing. If you have any concerns about the materials, we will be using please do not hesitate to contact me at school and I will be happy to talk to you about your concerns.

Should you require any further information feel free to contact me on 01254 667713.

Yours sincerely,