



# Five Acres High School

## **RSE Policy**

Five Acres High School is part of the Greenshaw Learning Trust.  
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# Five Acres High School Relationships and Sex Education Policy

March 2024

This Policy applies to Five Acres High School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT Chief Executive Officer should be consulted.

Approval and review:

This policy is the responsibility of: Headteacher

This policy was approved by the Governing Body on: 7 May 2024

## **Five Acres High School Relationships and Sex Education Policy**

### **1. Statutory requirements**

Five Acres High School is required to provide a curriculum that is broad and balanced in accordance with Section 78 of the Education Act 2002.

Five Acres High School must provide relationships and sex education to all pupils as per section 34 of the [Children and Social Work act 2017](#). In teaching relationships and sex education the school is required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the Education Act 1996, Published 25 June 2019.

### **2. Policy aims**

By providing comprehensive RSE Five Acres High School is not encouraging pupils to become sexually active at a young age.

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

### **3. Roles and responsibilities**

#### **School staff**

The school provides regular professional development training in how to deliver relationships and sex education so that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If a teacher does not feel confident leading such discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships and sex education is so important.

There are certain members of the school leadership team, such as the PCSHE Coordinator, who will hold more responsibility for ensuring that the school's relationships and sex education provision is relevant to our pupils and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

**Senior leaders/PCSHE Lead will:**

- Develop this school policy and review it annually. This policy is developed in consultation with school parents/carers, pupils, and staff to ensure that it meets the needs of the whole school community.
- Ensure that relationships and sex education lessons are - relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding relationships and sex education to which all pupils are entitled is provided in a comprehensive way.
- Ensure that all staff are up to date with policy changes and familiar with school policy and guidance on relationships and sex education.
- Ensure that all staff are given regular and ongoing training on issues relating to relationships and sex education and how to deliver lessons on such issues.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of relationships and sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensure parents and other stakeholders are consulted via termly letters, a yearly survey regarding the topics covered, and further information and resources on the school website.
- Ensure pupils are consulted yearly on the current PCSHE curriculum via student voice and a Google form.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationships and sex education in school.
- Ensure that governors have the opportunity to review the policy
- Ensure that SRE is taught consistently across the school, and manage requests to withdraw pupils from [non-statutory/non-science] components of sex education.

**All staff will:**

- Ensure that they are up to date with school policy and curriculum requirements regarding relationships and sex education. If a member of staff feels that any areas are not covered or inadequately provided for they should report that to PCSHE Lead.
- Attend and engage in professional development training around relationships and sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. Any potential safeguarding concerns must be referred to the DSL through the online reporting mechanism (MyConcern)
- Provide regular feedback to their managers on their experience of teaching relationships and sex education and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships and sex education in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If a member of staff needs support in this area they should speak to the SENDCo.

## **Pupils**

Pupils are expected to attend relationships and sex education classes on their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through relationships and sex education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

Pupils should feel comfortable talking to a member of staff, in confidence, regarding any concerns they have about school-related relationships and sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff must take concerns to the DSL using the online referral system (My Concern) if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Pupils will be asked for feedback on the school's relationships and sex education provision once a year, by the PCSHE coordinator or a member of SLT. Opinions on provision and comments will be reviewed by senior leaders and considered when the curriculum is prepared for the following year's pupils. In this way, the school seeks to provide pupils with the education they need on topics they want to learn about.

## **Parents/carers**

The school expects parents/carers to share the responsibility of relationships and sex education and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships and sex education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

## **4. Implementation, delivery and curriculum**

We recognise the importance of the school's relationships and sex education policy being implemented consistently and effectively throughout the school. Teachers are encouraged to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Five Acres High School allocates a 55-minute PCSHE lesson once per fortnight for all KS3 and KS4 students, as well as drawing upon cross-curricular links and content e.g. science – puberty, Physical Education – maintaining a healthy lifestyle. We use outside organisations to supplement our first aid delivery and give students more practice.

## Curriculum Map:

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 7</b>	Resilience and Self-Esteem Political Systems in the UK	Diversity and Relationships Your Changing Body	Building Relationships Financial Decision Making
<b>Year 8</b>	Drugs and Alcohol Identity and Relationships	Identity and Relationships Mental Health	Equality and Discrimination
<b>Year 9</b>	Peer Influence and Gangs The Justice System	Respectful and Intimate Relationships	Healthy Lifestyles
<b>Year 10</b>	Financial Decision Making Mental Health	Interactions Exploring Influence	Addressing Extremism and Racialisation Power and Politics
<b>Year 11</b>	Communication in Relationships Health choices and Independence	Families Financial Decision Making	GCSE exams

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

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).

### Guest speakers

Guest speakers may be invited into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

### Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

### Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be

times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from a member of the safeguarding team or the PCSHE Lead.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might include using an anonymous suggestion box or emphasizing that the classroom is a safe place

### **Pupils with special educational needs**

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships and sex.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods e.g. contraceptive card game.
- use of expert guest speakers.
- practical activities.
- using DVDs or video.
- group and paired activities.

## 5. Withdrawal from relationships and sex education

The school aims to keep parents/carers informed about all aspects of the relationships and sex education curriculum and urges them to read this policy. Parents/carers can request access to resources and information used in class, and the school will do everything it can to ensure that they are comfortable with the education provided to their children in school.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education up to and until 3 terms before the child turns 16.

Through relationship education, young people develop the positive values and skills to make and maintain healthy, safe and respectful relationships. They learn to recognise when a relationship, whether in the family, amongst friends or in an intimate relationship, is unhealthy or unsafe and where to seek help. They learn the knowledge and skills about what is appropriate and about what is legal and illegal behaviour online and therefore how to be safe online.

For these reasons, parents do **not** have the right to withdraw their child from Relationships Education, or those elements of human growth or reproduction that fall under the National Curriculum for Science.

Through sex education, young people learn information that will enable them to take responsibility for their sexual health and reduce the risk of sexually transmitted infections and unplanned pregnancies. Any parent wishing to withdraw their child from relationships and sex education should put this request in writing to the PCSHE lead via the school who will arrange a meeting with the Headteacher to discuss their concerns. Relationships and sex education is a vital part of the school curriculum and support child development and we strongly urge parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life.

In this school, the Sex Education parts of the statutory RSE are defined as teaching about:

- The actual act of sex
- Contraception
- Sexually transmitted infections

On receipt of a request, the PCSHE lead will invite the parents/carers to a meeting with the Headteacher, at which they will explain clearly what the policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible the pupil will be withdrawn from that aspect of sex education and placed in another class where suitable work and supervision will be provided.

After 3 terms before the child turns 16, the child may choose to be no longer withdrawn from relationships and sex education.

## 6. Complaints

Parents/carers who have complaints or concerns regarding the relationships and sex education curriculum should contact the school and follow the school's complaints procedure.



## **7. Equal opportunities**

Relationship and sex education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, in the same way as bullying of any kind - the procedures regarding this are outlined in the school's behaviour policy.

## **8. Safeguarding and confidentiality**

The school seeks to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the school's child protection and safeguarding procedure.

Personal information about pupils who have approached a teacher for discussion should only be shared where there is a concern through the online referral system with the DSL. If there is a child protection concern, the information must be handled as outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Notify the DSL through the online referral system
- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the SENDCo to decide what is in the best interest of the child.

### **Advice and treatment**

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the DSL

Providing advice on contraception and practising safe sex is a key part of the school's relationships and sex education provision. We also encourage parents/carers to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against if there is a disclosure of this type of information.

## **9. Monitoring, review and evaluation**

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationship and sex education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason we review the relationship and sex education curriculum once a term, and will inform parents/carers of any revisions to this policy or relationships and sex education curriculum via a letter.

We will monitor the effectiveness of our relationship and sex education provision through:

- Yearly feedback from pupils
- Yearly feedback from parents/carers
- feedback from staff
- classroom observations.

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

## **10. Support**

Pupils should feel safe in the school environment to talk to any member of staff about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationship and sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.