



MacIntyre Academies

Endeavour Academy

Relationships and Sex Education (RSE) Policy

Version	Purpose/ Change	Responsibility	Date
V2	Policy review date and frequency aligned. Term 'pupil' amended to 'student' throughout. Section 3. Other policies and documents section updated	Principal	Jul 2020

Person responsible:
Adopted by MAT Board:
Implemented:
Date reviewed:
Date of next review:

Deputy Principal
Nov 2019
Nov 2019
Sep 2020
Sep 2022

1. Introduction

The aims of relationships and sex education (RSE) at Endeavour academy are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare and support pupils through puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help students to develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Establish a clear understanding for all staff to promote a synchronized approach for students with SEND.

2. Statutory requirements

As an academy school we must provide relationships education 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.

This policy has been written in conjunction with the recommendations in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' 2019.

3. Link to other policies and documents:

- Curriculum document 2020
- Safeguarding policy 2020
- Intimate Care policy 2020
- Keeping Children Safe in Education 2020
- SEND Code of Practice

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. Curriculum

Our RSE curriculum is based on the curriculum that was devised by special education teachers in Oxfordshire.

https://search3.openobjects.com/mediamanager/oxfordshire/fsd/files/oxfordshire_special_schools_rse_framework_2019_revised.pdf

We have developed the SRE curriculum in consultation with parents, pupils and staff, taking into account the age and cognitive abilities of students. If student asks questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within all four areas of our curriculum: Wellbeing, Independence, Social Skills and Knowledge, Skills and Understanding.

Pupils also receive 1:1 support that is tailored to their needs and is discussed with the parents/carers of individual student as their understanding/need differs greatly.

Relationships education focuses on teaching the **fundamental** building **blocks** and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- 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 Trust Board and the Local Authority Board (LAB)

The Trust Board and the LAB will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The Principal ensures that statutory requirements are met and policy is scrutinised and approved by the LAB and Trust Board.

The Principal reviews the policy on regular basis.

7.3 Deputy Principal

The Deputy Principal are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students 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 Principal.

7.5 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 **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 3 of this policy and addressed to the Deputy Principal or the school Principal.

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

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.

The Deputy Principal 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 Deputy Principal through:

- planning scrutiny
- learning walks

Students' development in RSE is monitored by class teachers as part of our internal assessment systems and it is scrutinised by the multi-agency group.

Appendix 3: 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	