

TADCASTER GRAMMAR SCHOOL



Relationships & Sex Education (RSE) Policy

Adopted by the TGS Governing Body

17 NOV 20

Introduction

Relationships and Sex Education (RSE) is delivered as part of the Life Skills Curriculum, the Science curriculum and tutorial programme at Key Stage 3 & 4 and as complementary sessions to the tutor programme at Key Stage 5.

What is Relationships and Sex Education?

The term Relationships and Sex Education (RSE) is used in this policy rather than Sex Education. This is to stress that the approach goes beyond the provision of biological information and addresses the emotional, social and physical aspects of growing up (relationships, sex, human sexuality and sexual health).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

RSE allows students to 'embrace the challenges of creating a happy and successful adult life, [by enabling students] to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.' (DfE, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', 2019)

Aims

The RSE programme at Tadcaster Grammar School reflects the school core student values:

- Respecting self
- Respecting others
- Responsibility for own actions
- Responsibility for others

In addition, RSE should:

- Be an integral part of the lifelong learning process.
- Be an entitlement for all young people.
- Encourage every student to contribute.
- Encourage students to share and respect each other's views.
- Generate an atmosphere where questions and discussion on sexual matters can take place without stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up.

- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

The overall aims of the RSE programme at Tadcaster Grammar School are to provide balanced, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

The Three Core Elements Of RSE

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for 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 based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

Our RSE programme aims to prepare students for an adult life in which they can:

1. Dispel myths.
2. Explore a range of attitudes towards RSE issues and reach their own informed views and choices for a healthier lifestyle.
3. Develop respect and care for others.
4. Develop skills relevant to the effective management of relationships and sexual situations.
5. Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
6. Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
7. Communicate effectively by developing appropriate terminology for sex and relationship issues.
8. Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
9. Understand the arguments for delaying sexual activity and the reasons for having protected sex.
10. Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections.
11. Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
12. Know how the law applies to sexual relationships.

Content and Delivery

The programme we follow at Tadcaster Grammar School is based on national guidelines provided by the DfE and the North Yorkshire Entitlement Framework and is sensitive to the age of our students.

Please click on the link below to find out more about the Schemes of Learning in the TGS Life Skills curriculum (<https://tgs.starmat.uk/curriculum-overview/life-skills/>)

Methodology and Resources

Teaching RSE will be by a variety of interactive and participatory teaching methods to ensure all students are fully involved.

Outside agencies

Outside agencies are used to complement the RSE programme, following the guidelines for working with visitors in schools.

Partnership with parents/carers and the right to withdraw

Most of a student's informal relationships and sex education occurs within the family and the school's programme will complement and build on this. We will share responsibility for the education of students with parents, who will be kept informed via publication of the RSE policy as well as any relevant letters and website links on the school website.

Some parents prefer to take the responsibility for aspects of this element of education. Parents have a legal right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents are encouraged to discuss their decisions with the senior leader in school with oversight for RSE (Ms M Carroll) at the earliest opportunity and, as appropriate, with the child to ensure that their wishes are understood.

Inclusion of all students

'Relationships Education, RSE and Health Education must be accessible for all students. This is particularly important when planning teaching for students with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.' *DfE SRE Guidance, 2019*

Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT+). Inclusive RSE will foster good relations between students, tackle all types of prejudice –including homophobia – and promote understanding and respect, enabling schools to meet the requirements of the Equality Act 2010.

All children and young people – whatever their experience, background and identity – are entitled to quality relationships and sex education that helps them build confidence and a positive sense of self, and to stay healthy. All classes include students with different abilities and disabilities, experiences and backgrounds, gender and sexual identities. To encourage students to participate in lessons, teachers should ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every student to feel valued and included in the classroom.

Monitoring and Evaluation of RSE

It is the responsibility of the curriculum leader for Life Skills and the school Senior Leadership Team to oversee and organise the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning.

School governors are responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.

Local and National Guidance

This policy has been written in consultation with the following guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- National Curriculum in England (DfE, updated July 2014)
- Keeping Children Safe in Education (DfE, updated June 2019)
- Respectful School Communities: Self Review and Signposting Tool (DfE, November 2018)
- Behaviour and Discipline in Schools (DfE, 2012)
- Equality Act 2010 and Schools (Gov. Equalities Office & Equality and Human Rights Commission, April 2010)
- SEND Code of Practice: 0 to 25 years (DfE & DfHSC, updated May 2015)
- Mental Health and Behaviour in Schools (DfE, updated November 2018)
- Preventing and Tackling Bullying (advice for schools) (DfE, updated July 2017)
- Sexual violence and sexual harassment between children in schools (DfE, updated May 2018)
- Promoting Fundamental British Values as part of SMSC in schools (DfE, Nov. 2014)
- National Citizen Service guidance for schools