



THE
**ROBERT
NAPIER**
SCHOOL

Relationship and Sex Education Policy

*Amended: **Autumn 2023** Next Review date: **Autumn 2024***

*Reviewed & Approved by Headteacher: **Mrs J Tomkins***

A **Beyond** ACADEMY
SCHOOLS TRUST

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). 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 (PSHE Association 2014).

This policy covers The Robert Napier school's approach to Relationship and Sex Education (RSE). It is the policy of The Robert Napier School that sex and relationship education shall be provided for all students, and in such a way that pays due regard to legal and moral considerations and recognises the value of family life.

It was produced through consultation with Medway Public Health Directorate.

School Description and Content

The Robert Napier School is a mixed non-selective secondary modern. It currently has around 1100 students on roll.

Principles

This school believes that relationship and sex education should provide all students with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle. We think that relationship and sex education should contribute to promoting the spiritual, moral, cultural, mental and physical development of students at school and in society and preparing students for the opportunities, responsibilities and experiences of adult life.

Rationale

We define relationship and sex education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

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.

Parents and Carers

We are committed to working with parents and carers. Parents will be informed about the policy through the school website. The policy will be available to parents through the school website.



Procedure for withdrawal of students

In secondary education from September 2020:

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education
- Parents are able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms'
- Where students are withdrawn from sex education, schools should document the process and will have to 'ensure that the student receives appropriate, purposeful education during the period of withdrawal'

In such circumstances the school would hope to discuss any concerns to see if fears could be allayed.

Where children are withdrawn they will be given a self-study lesson under supervision.

If parents wish to move forward with the withdrawal of their son/daughter then please fill in the form (appendix 1) that is at the end of this policy and send it to the PSHE Lead, Mr L Geary: lgeary@robertnapier.org.uk

Principles of Teaching and Learning

In addition to science, Personal, Social, Health and Economic Education (PSHE) and Citizenship provide opportunities for RSE education. PSHE is described as a framework that is non-statutory. At key stages 3 & 4 Citizenship is a statutory subject and is complemented by the PSHE framework.

Within PSHE and citizenship lessons, RSE is delivered through a spiral curriculum to all year groups from 7 to 11. Science will also compliment this framework within the curriculum to discuss the biological side of the human body when it comes to reproduction and puberty. Together with this other curriculum areas, as well as off-timetable activities will be used to help reinforce the key principles.

We will ensure that students are offered a balanced programme by providing a programme of study that covers a variety of PSHE and RSE topics. Please see below for an outline of how this works at each key stage.



Key Stage 3 topics:

- Emotional wellbeing looking at the transition to secondary school
- Friendships: Good, bad and toxic
- Human rights, discrimination, prejudism, racism, stereotyping
- Identifying risks around the home and on the journey to school
- Fire and road safety

- Exploring GCSE options
- Introduction to finances and budgeting
- Puberty
- Fertility and Periods
- Contraception and its uses
- Consent
- Child exploitation

Key stage 4 topics:

- Financial risks and responsibilities
- Dealing with exam stress and mental health
- Preventing STI's and contraception
- Unplanned pregnancies
- Sexual images and pornography
- Female Genital Mutilation
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We have prioritised the following principles/aims based on the curriculum laid out above.

- To promote students' self-esteem and confidence, especially in their relationships with others
- To give accurate and honest information about reproduction, contraception, safer sex, sexually transmitted infections, sexuality, sexual relationships and information about their entitlement to confidential helping services
- To give students opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender
- To encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people's decisions, rights, responsibilities and bodies
- To encourage the development of communication and decision making skills To help young people to develop skills to negotiate, avoid and resist unwanted sexual pressure and consider abstinence
- To give students a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships
- To offer the forum for realistic discussion about the effects of early sexual activity and diverse attitudes towards this. To be responsive to differing needs and backgrounds



- To prepare young people for transition and later life To fulfil statutory requirements and reflects the need to provide students with the knowledge and skills to make their life decisions
- To engage parents/carers in the school community and learning process. To enable students and staff to access support if they have concerns about their own or others' RSE
- To promote equality and diversity

Teaching Methodologies

Good teaching in RSE has the following features:

- high expectations
- challenging and stimulating activities helping students clarify their thinking
- listening to students' views
- makes students feel accepted as worthwhile individuals
- provide a good role model in relation to self-esteem, attitudes and behaviour use a range of styles - intervening, supporting, directing, remaining detached facilitating rather than telling
- setting ground rules for discussion which might include - listen to what other people say
- if people do not want to talk they do not have to
- think before you ask a question
- speak for yourself rather than for others

Ground rules for discussion will have more meaning to students if they have had the chance to establish them for themselves. This needs to happen at the first session with the teacher. Further ground rules can be added later if it becomes clear that they are needed. Students will be able to ask questions freely and if they wish anonymously.

Teaching Responsibilities

The PSHE programme will be led by the RSE Coordinator (Mrs R Barber) and taught by the Citizenship and PSHE department as well as other selected members of staff. It will be supported by the Head Teacher and the Advisory Board.

Staff Training

All staff are trained on safeguarding on a yearly basis.

PSHE Teachers undertake adhoc training on updated government guidelines which is then rolled out across the department. Resources are clear and teacher friendly so non-specialist teachers can deliver the RSE curriculum effectively.



Assessing Learning

The assessment, recording and reporting of relationships and sex education will take place in accordance with whole school policy.

Understanding in relationships and sex education will be demonstrated through assessment against learning objectives, which will be built into curriculum planning. A variety of assessment techniques will be used, including discussion, work scrutiny, self and peer assessment, group work, pair work and individual work.

The recording of these assessments will take the form of either targets set by themselves or through end of topic knowledge tests, portfolio evidence and/ or rating sheets.

The reporting of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding. Progress in these areas will be reported through written reports home to parents/carers in their progress review.

Inclusion and Differentiated Learning

Whilst some students may have a fairly broad knowledge and insight into the world of RSE, there are those who have little or no knowledge at all RSE will help all students understand their physical and emotional development and enable them to make positive decisions in their lives. Teachers need to be sensitive to this issue and that lessons are planned to take account of students' age, culture, experience and maturity. The needs of students with AEN will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some students. Where students' Individual Education Plans (IEP) identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support students in achieving these.

All children have equal access to the RSE programme regardless of gender or ability, and lessons are delivered by a team of dedicated staff.

Some parent/carers of children with special educational needs may find it difficult to accept their children's developing sexuality. Some students will be more vulnerable to abuse and exploration than their peers, and others may be confused about what is acceptable public behaviour. These children will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are and are not acceptable.

All children have equal access to the programme regardless of gender or ability. Care is taken to ensure that the RSE education programme is presented by means of various techniques and strategies such as videos, discussions, visiting speakers as well as more formal written information. In this way it is intended that children of all abilities will be able to draw important information and insights into the area.

Students are able to explore personal and social experiences through role play. Roles explored can include those of persons behaving in ways perceived to be good or bad, revealing a range of feelings and beliefs.



Students have the opportunity to develop and express their own views and opinions.

If we have any reason to believe a student is at risk, we are required to report it to the school Safeguarding Team led by Mrs P De. Jesus and Ms A Watts.

Equality

Governing bodies have wider responsibilities under the Equalities Act 2010 and should ensure that their school strives to do the best for all of the students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

We will ensure equality by respecting how students choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'.

*Amended: **Autumn 2023***

*Review Cycle: **Recommended annually***

*Next Review date: **Autumn 2024***

*SLT Responsibility: **Deputy Headteacher Personal Development & Inclusion***

*Approval Level: **Headteacher***

*Reviewed & Approved by: **Headteacher Autumn 23***



Appendix 1: Withdrawal from RSE request form:

TO BE COMPLETED BY PARENTS			
Name of child:		Class:	
Name of parent:		Date:	
Reason for withdrawing from sex education within RSE			
Any other information you would like the school to consider			
Parent signature:			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			

