

Hodgson Academy Relationships and Sex Education Policy May 2020

Rationale and ethos

This policy covers our school's approach to Relationships and Sex Education (RSE) within PSHE

- It was produced by Laura Foley through consultation with parents, students, teachers of PSHE, SLT and governors.
- We define 'relationships and sex education' as part of the spiral curriculum within PSHE which covers information, activities and discussion to support student development and safeguarding.
- We believe relationships and sex education is important for our students and our school because it is part of our role in preparing students for life beyond the classroom.
- Our school's overarching aims for our students are to be able to confidently make decisions for themselves which will impact positively on their lives, based on accurate information and the opportunities to reflect on consequences.
- We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities
- We ensure RSE fosters gender equality and LGBT+ equality through staff training and creating a safe classroom environment.

The intended outcomes of our programme are that pupils will:

- know and understand what a healthy relationship is
- understand they have a right to be safe
- understand they have a responsibility to take care of others
- develop the skills of communication, forward planning and empathy
- develop the attributes of self-awareness and self-reflection

Roles and responsibilities

The RSE programme will be led by Laura Foley (Head of PSHE and Careers) and Andrea Burrell (Assistant Head of PSHE)

It will be taught by Hodgson staff who are timetabled PSHE.

It will be supported by SLT and Governors.

Teaching staff will receive RSE training at regularly calendared CCP to support the teaching and learning of this area.

Legislation (statutory regulations and guidance)

We are required to teach relationships education/RSE as part of the new DfE statutory content for RSE 2020 and this informs our curriculum content.

Documents that inform the school's RSE policy include:

- o Education Act (1996)
- o Learning and Skills Act (2000)
- o Education and Inspections Act (2006)
- o Equality Act (2010),
- o Supplementary Guidance SRE for the 21st century (2014)
- o Keeping children safe in education – Statutory safeguarding guidance (2016)
- o Children and Social Work Act (2017)

Curriculum design

Our RSE programme is an integral part of our whole school PSHE education provision and will cover relationships education from puberty to parenthood and beyond.

Our RSE programme is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience.

Our RSE programme will be planned and delivered through PSHE lesson time.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including looking at case studies (as a distancing technique), role play, creative responses to a topic and importantly, time to reflect and return to questions that arise consequentially.

High quality resources will support our RSE provision and will be regularly reviewed to ensure resources are accurate and up to date.

Learning about relationships and sex education in PSHE education lessons will complement learning in science and RE.

Pupils will be encouraged to reflect on their own learning and progress through low stakes testing opportunities and retrieval activities.

An overview of the learning in each year group can be found on the school website.

Safe and Effective practice

We will ensure a safe learning environment through the following methods:

- Teachers and pupils will agree ground rules before starting RSE topics
- Distancing techniques such as case studies are used to protect students and to allow them to explore other opinions and outcomes.
- Pupils' questions will be answered by staff immediately where possible, unless staff require support to answer, in which case the following lesson would be appropriate.
- Sensitive issues will be handled by initially establishing a safe classroom environment, with signposting to further support for students who may need or want it.
- Pupils will be able to raise questions anonymously by using the "anonymous question box" or by speaking to the school nurse.
- All staff teaching RSE will be supported by LFO and ABL, through PSHE staff training, team teaching and sharing best practice.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue; consequently...

- Teachers will consult with the designated safeguarding lead and in his /her absence their deputy, use the appropriate reporting systems.
- Visitors/external agencies which support the delivery of RSE will be required to follow the school visitor policy and be accompanied by the class teacher throughout the lesson.
- The protocol for inviting visitors into lessons is to first liaise with LFO, discussing the benefits and potential drawbacks. Following that, permission would be sought from SLT where it was felt that the visitor could enhance the delivery of the topic.

Engaging stakeholders

Parents will be informed about the policy by letter and on the website.

We are committed to working with parents and carers by having a presence at all parents' evenings and school events to offer information and guidance about our PSHE and RSE curriculum content.

As part of our whole school approach to RSE, opportunities for parents to view the materials and resources used will be available at parents' evenings or by request at any other time throughout the year.

We will notify parents when Relationships and Sex education will be taught, by including information in letters and maintaining an up to date Curriculum guide on the website.

Parents/carers have the right to withdraw their children from RSE content that is not part of statutory National Curriculum Science, however we would require parents to have a meeting with the Head and Head of Department to ensure the student would have access to the content as set out by the Department for Education.

Governors will be informed of the RSE policy and curriculum through meetings and an annual update by the Head of Department at a Governors Meeting

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils- our students have already informed the curriculum over the last 4 years through lesson, unit and department reviews.

Monitoring, reporting and evaluation

- Teachers will critically reflect on their work in delivering RSE through scheduled CCP time as a PSHE department.
- Pupils will have opportunities to review and reflect on their learning during lessons and at the end of each unit.
- Pupil voice will be influential in adapting and amending planned learning activities.

RSE policy review date

- This policy will be reviewed by July 2022.
- It will be reviewed by the Head of Department and their Line Manager.
- This will ensure it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Reviewed by: Laura Foley

Approval Level: Governors

Date Approved: July 2021

Review Due: July 2022