



Relationships and Sex Education (RSE) Policy

PLAN ADMINISTRATION

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies



2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Mayfield, we teach RSE as set out in this policy.

As a maintained secondary school, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

3. 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.

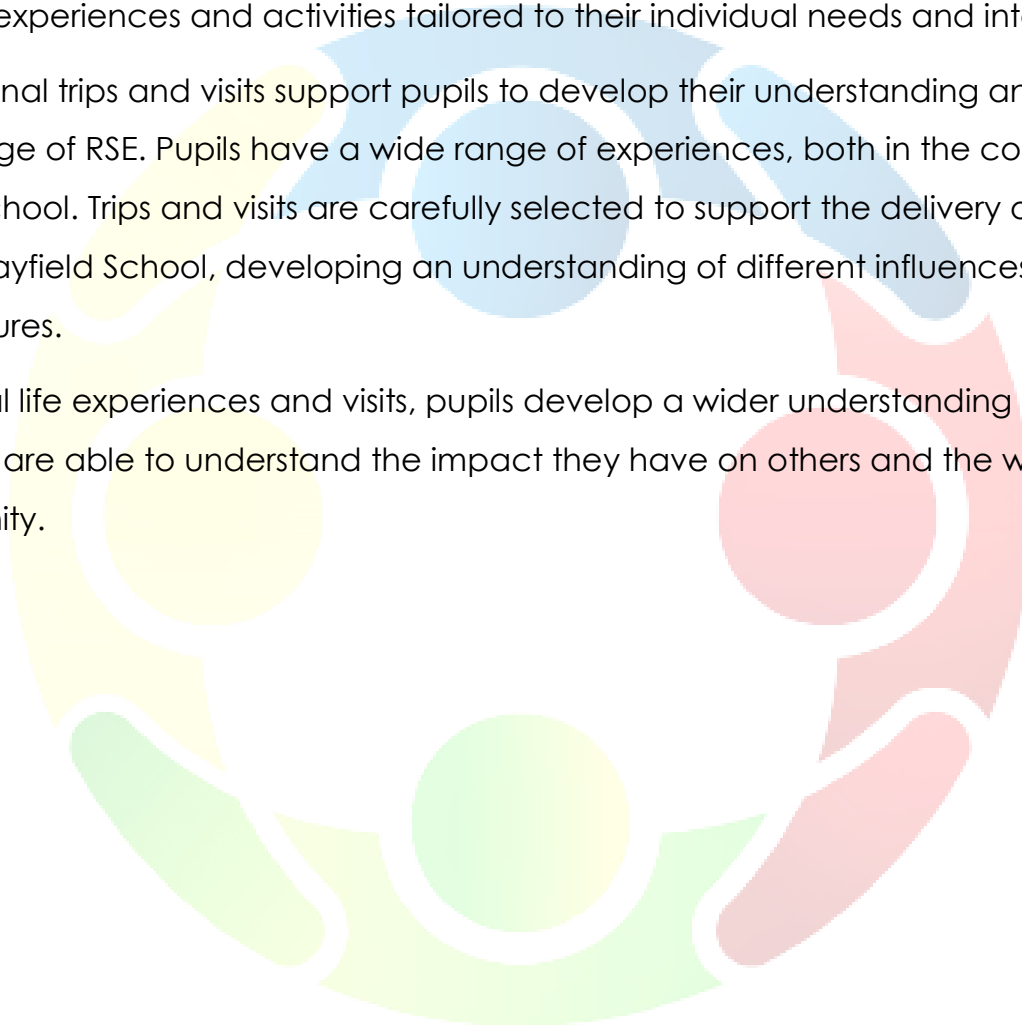


4. Curriculum

RSE is embedded in our curriculum. Pupils access a broad and balanced curriculum that supports and promotes knowledge, understanding and independence. Pupils learn how to keep themselves and others safe, develop emotional literacy and understanding, develop an understanding of healthy lifestyles and choices and promote independence. Pupils acquire an understanding of the wider world through experiences and activities tailored to their individual needs and interests.

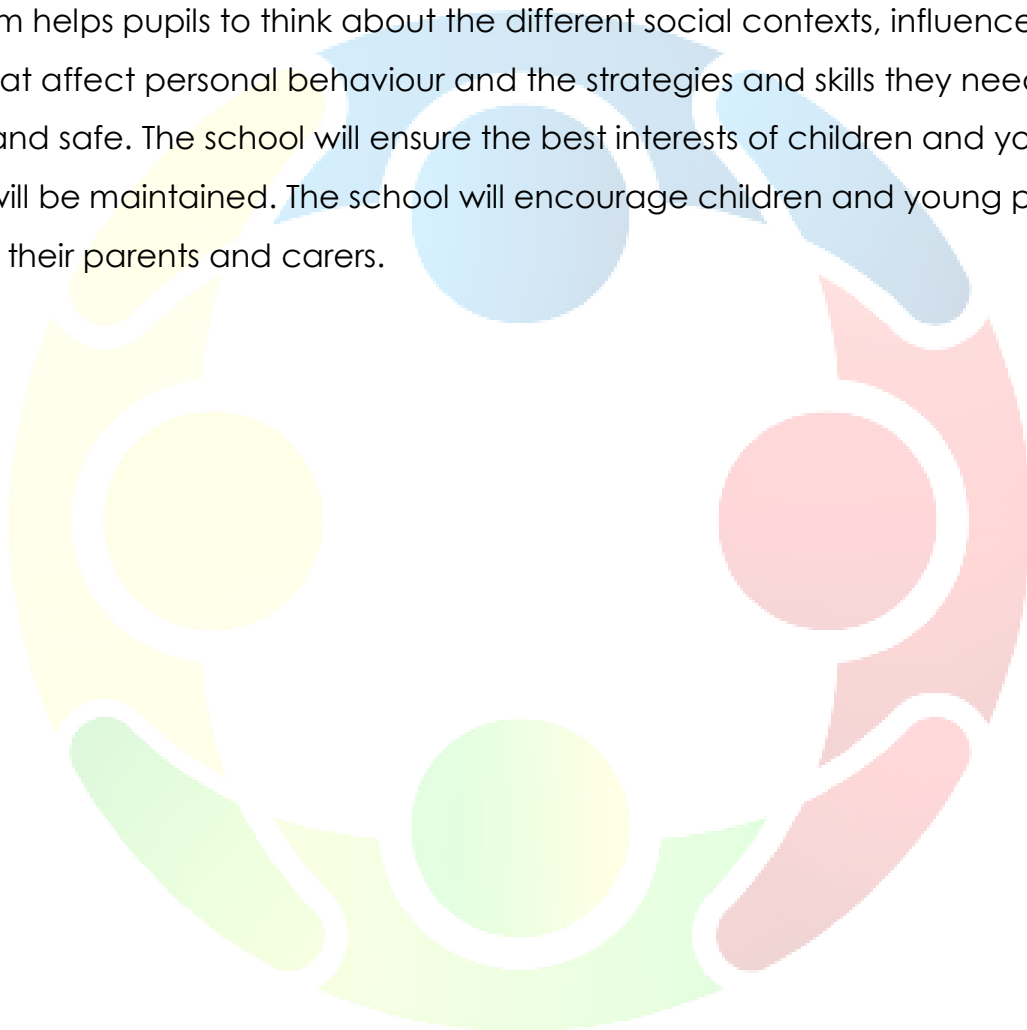
Educational trips and visits support pupils to develop their understanding and knowledge of RSE. Pupils have a wide range of experiences, both in the community and in school. Trips and visits are carefully selected to support the delivery of RSE within Mayfield School, developing an understanding of different influences, beliefs and cultures.

Using real life experiences and visits, pupils develop a wider understanding of social skills and are able to understand the impact they have on others and the wider community.



5. Values we promote

Our programme is based on relationships and sex education and should not be taught in isolation but within the context of morality, responsibility and loving and caring relationships. Pupils will be given opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views. Our RSE curriculum helps pupils to think about the different social contexts, influences and beliefs that affect personal behaviour and the strategies and skills they need to stay healthy and safe. The school will ensure the best interests of children and young people will be maintained. The school will encourage children and young people to talk to their parents and carers.



6. Aims of our programme

Our programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. It promotes safe, equal, caring and enjoyable relationships and discusses real – life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.

7.1 IMPACT

Through RSE, we aim to support children and young people through their physical, emotional and moral development by providing them with clear accessible information at an appropriate level.

Our IMPACT aims to:

- To ensure that a sensitive and balanced programme of relationship and sex education is available as appropriate to the age and stage of development of all the pupils.
- For Pupils to develop an awareness and when possible knowledge and understanding of the physical and emotional changes that occurs during the natural process of growing up.
- For Pupils to understand the sensitive nature of the physical changes in relation to themselves and others.
- For Pupils to help develop understanding of the nature of relationships and the need for appropriate responses including on line relationships.
- To place relationship and sex education within a clear, moral framework which encourages a responsible lifestyle and when possible to develop an understanding that they have a responsibility through choices within this.
- To encourage pupils to value self respect and respect for others both physically and emotionally.

- To identify the physical, emotional and moral risks of certain types of behaviour. To be able to say no and identify trusted adults to support them in this when they feel uncomfortable or pressurised.
- To be empowered to make safe and healthy choices.



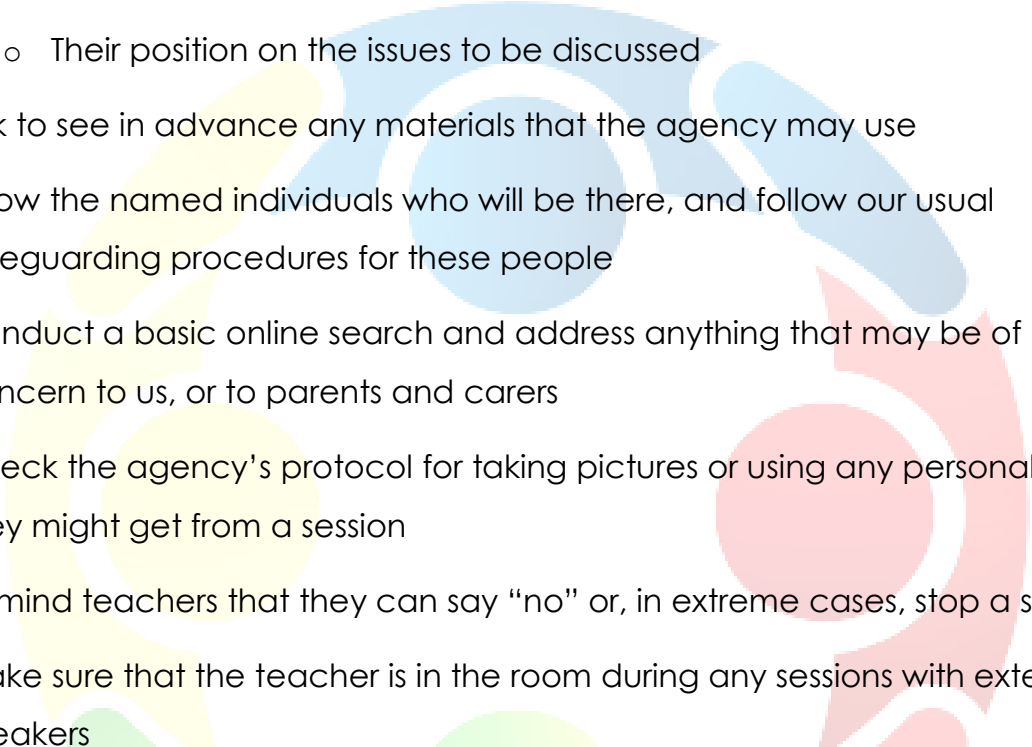
7. Use of external organisations and materials

Advice and support from outside agencies will be sought as and when necessary. They will be given copies of the school's policy statement prior to their work in school and they will be required to act within the guidelines. Sessions from outside agencies will be planned and delivered in conjunction with the RSE subject leader. We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

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- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

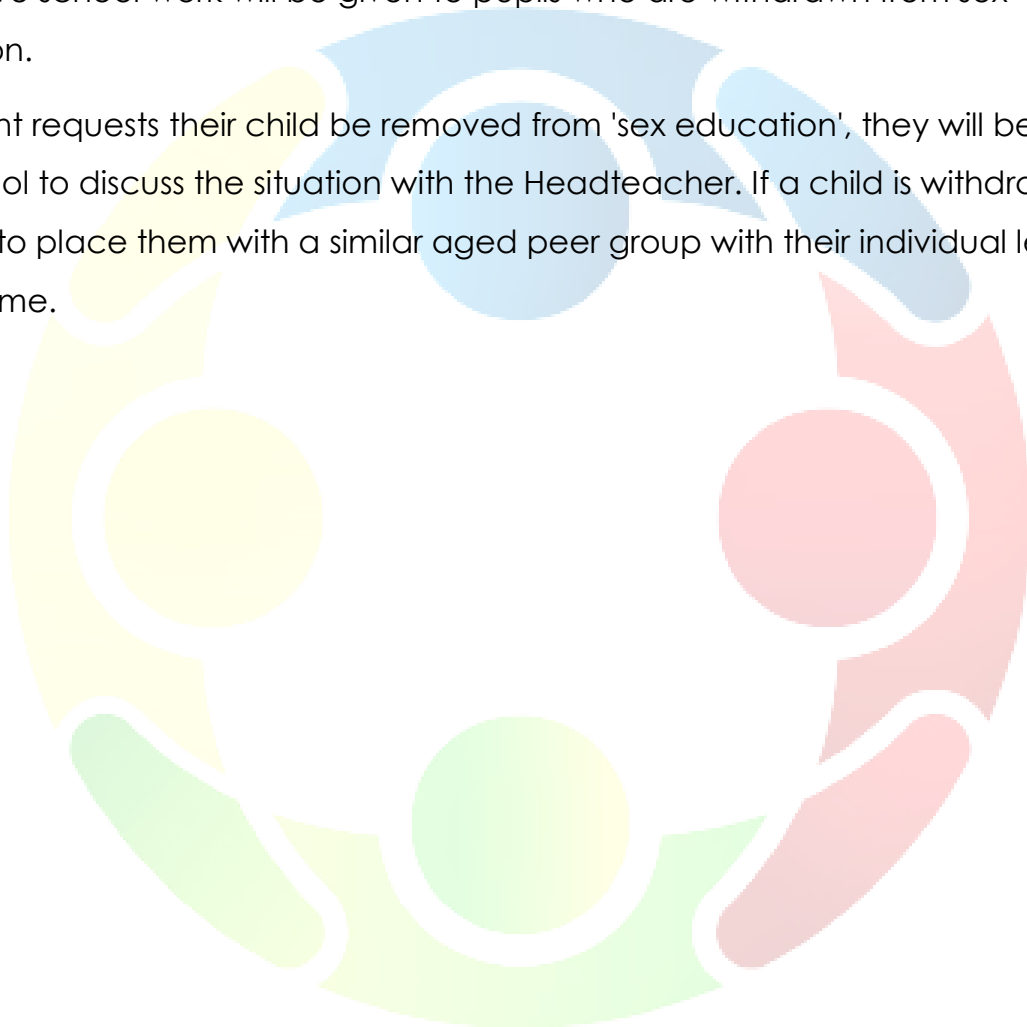
8. Parental involvement the their right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

If a parent requests their child be removed from 'sex education', they will be invited into school to discuss the situation with the Headteacher. If a child is withdrawn, we will seek to place them with a similar aged peer group with their individual learning programme.



9. Roles and responsibilities

9.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

9.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

9.3 Staff

Staff are responsible for:

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

9.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

10. 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 headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.



11. Monitoring arrangements

The delivery of RSE and pupil progress is monitored by the person delivering the lessons through:

- Constant review with suggestions for updating of equipment
- Researching the range of equipment and resources appropriate to the needs of the pupils at Mayfield
- Liaising with the Headteacher, Deputy Headteacher and staff concerning the development of teaching and learning of RSE throughout the school
- Reviews on a regular basis for the provision for this subject in line with new government initiatives.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Headteacher annually. At every review, the policy will be approved by the governing body.