



Hanson Policy for School Staff

A Whole School Relationships and Sex Education Policy (RSE)

Approved by the governing body on: October 2018
Reviewed October 2019
Updated: September 2019
To be reviewed on: October 2020
Signed on behalf of the governing body:

1. Vision and Aims

Hanson is committed to ensuring that all students should be offered the opportunity of receiving a comprehensive, well-planned programme of sex education. The school believes that high quality sex education is an essential part of schooling which supports young people's development and prepares them for adult life. RSE at Hanson is delivered by specialist teachers or by trained HealthCare Professionals. RSE at Hanson is inclusive to all regardless of sexual orientation, ethnicity, gender or religion.

RSE is not about the promotion of sexual activity or any particular lifestyle.

RSE covers the issues affecting young people today in a modern, media rich and technological age. The aim is to provide a worthwhile educational experience for all its pupils. Therefore, the RSE program is intended to:

- help pupils to consider the importance of **self-restraint, dignity, respect for themselves** and for others
- Complement and be **supportive to the role of parents** and have regard to parents' views about its content and presentation; and ensure students have the information to make **informed, healthy and safe life choices**.
- Be **age appropriate** and **differentiated** to the needs of the pupils including SEN, autistic, visually impaired pupils and any other disabilities that require a bespoke curriculum
- Present information in an **objective, balanced and sensitive** manner
- enable pupils to **recognise the physical, emotional and moral implications**, and risks, of certain types of behaviour and to accept that **both sexes should behave responsibly** in sexual matters
- to ensure that pupils have an understanding of their own and others' **sexuality**
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)**
- Provide pupils with a **safe environment** to learn about **sexual orientation and gender identity**, reinforcing the importance of **mutual respect** and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- To ensure that **BAME, LGBT and people with disabilities** are positively represented in our curriculum
- to provide information and knowledge which will **counteract prejudice and ignorance**

- enable students to enjoy relationships based upon **mutual respect and responsibility** which are **free from abuse and exploitation**, reinforcing the importance of **loving relationships**
- develop an understanding of risk and **to promote strategies for personal safety**
- enable pupils to be aware of the **sources of help** and to acquire the skills and confidence to use them.
- Encourage the **development of social skills and strategies**, which will reduce the risk of exploitation, misunderstanding and abuse
- Make pupils aware how and where to **seek help** if they are in an unhealthy or abusive relationship
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
- To represent all **types of families** and to explore the different methods for starting a family
- Allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Prepare pupils for the journey from **adolescence to adulthood**
- Ensure that pupils have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Ensure pupils understand the different risks associated with various types of sexual activity and understand how to engage **in safe sexual activity** by exploring a range of **contraception**
- Place importance on **online safety** and the risks of using social media and the internet for sexual purposes
- Develop pupils' understanding of the **dangers of viewing pornographic material**

2. Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

Hanson is following guidance from the DfEs to adopt the new 2020 statutory guidance on the Relationships education, relationships and sex education (RSE) and health education prior to it becoming mandatory.

From September 2020 the guidance document '***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*** will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units. Full information on the RSE statutory guidance can be found by following the link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

3. Procedures for Delivery of RSE

Hanson has an ongoing programme of relationship and sex education programme, delivered using a variety of methods; through Science and ICT lesson; and as part of the PSHCE curriculum accessed by students. Outside agencies are also involved in the provision of RSE through drama workshops, educational presentations and classroom-based activities. The RSE curriculum is respectful of all protected characteristics under the Equality Act 2010.

At Post-16, use is made of drop-down Days with outside agencies being brought in to set sexual health in the context of health and well-being. The programme is updated and reviewed on a regular basis.

Hanson has links with a number of organisations and works closely with Locala, the contracted Sexual Health Providers for the area.

In all Key Stages, the focus is on the context of health and relationships. At Post-16, the work done in the earlier Key Stages is reinforced and expanded upon, preparing students for the adult world. This is further supported through a dedicated enrichment programme and special assemblies throughout the school year. It extends the topics touched on earlier into real life situations.

The delivery and impact of RSE is monitored and measured by both formal and informal methods. This includes lesson observations, book looks and learning walks. This can also include student voice and peer feedback.

4. RSE and Keeping Children Safe in Education

The provision of SRE supports more widely the understanding of safeguarding issues, appropriate strategies for students, and where and how to access support. Specifically, the issues of Domestic Violence, Peer on Peer violence, VAWG, Forced Marriage, FGM, Sexual violence and Sexual Harassment are delivered to students in an appropriate manner for their age range. This provision is a vital component of the Keeping children Safe in Education Agenda, as it lets students know in a non-personal way, that there is support available, giving them the confidence and reassurance to either make disclosures. Students are encouraged to understand the role of the Well-being team and this is promoted when these sensitive issues are explored. *For more procedural information, please refer to the Safeguarding policy.

5. Roles and responsibilities

The governing board

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

The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing any requests to withdraw pupils from sex education components of RSE. The head teacher is also responsible for ensuring that any young person who was previously withdrawn from sex education but wishes to receive it during the 3 terms before they turn 16 is provided with sex education.

Director of the Wider Curriculum

The Director of the Wider Curriculum is responsible for the planning and delivery of all RSE within PSHCE and the mapping of RSE across the school curriculum. They are responsible for ensuring that the curriculum meets the statutory requirements and that the materials/resources used are age

appropriate and accessible, reflecting the aims of RSE at Hanson. They are also responsible to providing training and support opportunities for staff.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way, taking account of pupils' cultural and faith backgrounds • Modelling positive attitudes to RSE, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education 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 seek support.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, as they would be expected to in any other lesson.

6. Parents Rights to Withdraw

Hanson School follows the guidance as laid out DFES guidance parental right to withdraw their child from RSE.

Parents have the right to withdraw their children from their sex education although not from those elements which are in National Curriculum Science. If a parent wishes to withdraw a child from these classes they are asked to discuss it, in the first instance, with the Head of Year. This will then enable all parties to be clear about what the student will do when withdrawn. It should be made clear, however, that if students who are withdrawn from sex education ask questions at other times, these questions will be answered honestly by staff.

Hanson is mindful, that from September 2020, it will uphold the child's right have that withdraw request removed up to and until three terms before they turn 16, if the child wishes to receive sex education.

The PSHCE curriculum plan is published each year on the school website so parents can access information on when RSE is being delivered to their child. Parents may then wish to contact the school to discuss the curriculum and have any concerns addressed.

Parents should also be aware that, through other National Curriculum subjects such as English, Drama and History, controversial issues may come up and therefore require a certain amount of discussion. Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed to be part of the sex education programme and therefore not subject to parental right of withdrawal.

7. SRE Across the Curriculum

As well as the discrete SRE curriculum in place, aspects of SRE are also touched on in across curriculum areas. Many of the SRE themes arise as part of the normal exploration of issues connected to areas of study. This support SRE, but as it is delivered in the context of another curriculum subject, is not deemed to fall under the parents right to withdraw (see below).

The **English** department allows students to explore a range of human themes through the poetry texts read. These include; Animal Farm, An Inspector Calls, Macbeth, A Christmas Carol, Blood Brothers and Of Mice and Men. Through these students may discuss issues relating to sexuality and fostering equality, healthy relationships and rights & responsibilities, controlling behaviours and unhealthy relationships, stereotypes, gender roles and masculinity and femininity, peer pressure and consent.

Key aspects will also be delivered through **Science** lessons following the National Curriculum. Students will cover at Key Stage 3 reproduction in mammals, with Humans as the example. In Key stage 4, students will also investigate the role of hormones as part of reproduction and the various methods of contraception available.

Key aspects are also delivered through **Religious Studies** Lessons, following the Bradford Agreed Syllabus and GCSE Specifications. In Key Stage 4 this includes investigating religious and non-religious attitudes to sex, relationships and marriage. Specifically this includes forced marriage, fostering equality and sexual orientation, homophobia, gender roles in society, contraception methods. This is delivered in a sympathetic manner with the inclusive values respected.

In **History**, a variety of issues are covered across Key Stage 3 and 4. In Key stage 3 the curriculum allows students to explore the importance of fostering equality, the values of safe and respectful relationships, rights and responsibilities, gender stereotypes, and abuse. In Key stage 4 students study in the context of their GCSE sexuality and sexual orientation, fostering equality, gender roles and stereotypes, issues of masculinity and femininity, homophobia.

Public Services in Key Stage 4 and 5 allow students to understand more about sexuality and fostering equality, rights and responsibilities, gender stereotypes, issues of masculinity and femininity. Students are also informed on the STI risks and how to protect themselves.

The **Drama** department affords students opportunities to explore and develop understanding of a range of issues in connection to relationships and sex. As with the nature of drama, sometimes these issues are driven by the students themselves and responded to appropriately by Drama staff. Across Key Stage 3, 4 and 5 reoccurring themes include safe and respectful relationships, healthy and unhealthy relationships, abuse and how to deal with peer pressure. Drama teachers are included in CPD for the delivery of SRE given the opportunities within the classroom.

ICT supports students understanding of the dangers of inappropriate use of social media and technology. At key stage 3 students learn about their rights and responsibilities, sex in the media, social media safety, sexting and revenge pornography. Students look at these in the context of sex and the law.