



ST ALBANS GIRLS' SCHOOL

Relationships and Sex Education (RSE) Policy

GB sub-committee: Curriculum, Assessment & Standards Committee

Co-ordinator: Ms P Jarvis

Last Reviewed: Spring 2024

Next Review: Spring 2025

Signed by:
Margaret Chapman
Head Teacher

Signed by:
Claire Barnard
Chair of Governors

1. RATIONALE

- 1.1** Relationships and Sex Education (RSE) is lifelong learning for all young people in school, irrespective of their gender, ethnicity or ability. Teaching will build on the knowledge acquired at primary school and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.
- Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. The subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.
- All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. This is underpinned by our STAGS Values of Support, Trust, Ambition, Generosity and Success.

2. LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)

- 2.1** As a secondary academy, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.
- In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.
- We also have regard to 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

	<p>discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities</p> <p>At St Albans Girls' School, we teach RSE as set out in this policy.</p>
3. AIMS	
3.1	<p>At STAGS the core aim of the RSE programme is to reduce risk and promote safe, healthy lifestyle choices. This is not a task for the PSHE team in isolation but as a collaborative process within school across subjects, with the pastoral team as well as with parents and occasionally outside agencies to ensure that the teaching of Relationships and Sex Education reflects their expectations and complements teaching at home. Provision is made for students whose parents wish to withdraw their children from lessons where the intention of the teacher is to focus the whole lesson on Sex Education. RSE is not about the promotion of sexual activity.</p> <p>In order to achieve this the school aims to:</p> <ul style="list-style-type: none"> ● Provide a framework in which sensitive discussions can take place; ● Teach students how to keep themselves and others safe from harm, both on and offline; ● Respond to the challenges that new technologies and trends pose; ● Prepare students for puberty; ● Encourage students to recognise the physical, emotional and moral implications and risks of sexual behaviour; ● Help all students accept that they must behave responsibly and safely in sexual matters; ● Help students manage their own mental health and to enhance their awareness of wellbeing services available to them; ● Help students develop feelings of self-respect, confidence and empathy; ● Recognise healthy and unhealthy behaviours within a relationship; ● Teach students the correct vocabulary to describe themselves and their bodies; ● Create a better understanding of diversity and inclusion. Reduce gender-based, sex based, disability-based, faith-based, homophobic, transphobic, biphobic prejudice, bullying, abuse and violence; ● Teach students key aspects of the law and make them aware of relevant legal provisions when relevant topics are being taught. ● Ensure all statutory duties are met in relation to the delivery of RSE.
3.2	<p>The Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, has made Relationships Education compulsory for students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. Health Education is also compulsory in all schools.</p>
3.3	<p>RSE forms an integral part of the whole school curriculum intent and the schemes of learning for Science, PSHE, REP, PE, Food Technology, Child Development, Health and Social Care, and English contain explicit reference to the teaching of RSHE and is informed by Keeping Children Safe in Education.</p>
3.4	<p>RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.</p>

3.5	RSE involves a combination of sharing information and exploring issues, and values.
3.6	RSE is not about the promotion of sexual activity.
3.7	<p>The PSHE Curriculum also includes lessons on citizenship, personal finance and careers education. Years 7-9 receive one PSHE lesson per week and are taught by staff who have received specific training on how to teach these topics. In Year 10 students receive 18 weeks of PSHE lessons (one hour per fortnight) . In Year 11 students receive 12 weeks of PSHE lessons (one hour per fortnight) (students finish Year 11 lessons in May each year due to GCSE examinations)</p> <p>In Sixth Form, RSE is further developed as part of the Step Up programme of study. Year 12 and 13 receive one, hourly Step Up lesson per week.</p> <p>An overview of the content of the RSE Curriculum taught in distinct PSHE lessons can be found in appendix 1.</p>
4. POLICY DEVELOPMENT	
4.1	<p>This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:</p> <ul style="list-style-type: none"> ● Review – the Curriculum Leader of PSHE pulled together all relevant information including relevant national and local guidance ● Staff consultation – staff were given the opportunity to look at the policy and make recommendations ● Parent consultation – parents were invited to attend a Parent Voice meeting about the policy ● Student consultation – STAGS held learner voice, through Student Parliament, as well as during PSHE lessons, with each year group to learn what students want from their RSE/PSHE lessons ● Ratification – once amendments were made, the policy was shared with governors and ratified <p><i>NB. A list of resources used are available to parents/carers on request.</i></p>
5. PROCEDURES, ROLES AND RESPONSIBILITIES	
5.1	<p>The Governing Board</p> <p>The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.</p>
5.2	<p>The Head of School</p> <p>The Head of School will ensure the implementation of this policy.</p>
5.3	<p>The Senior Leadership Team (SLT)</p> <p>The SLT will ensure that:</p> <ul style="list-style-type: none"> ● The governing body is advised about the nature and organisation of RSHE and how it meets the “human right” to know how their body works and how to safeguard themselves and how it reflects the aims and values of the school ● RSHE is provided in a way that encourages students to consider personal morals, the value of family life, and the importance of marriage, as well as safe sexual health ● Students are provided with age and stage appropriate teaching materials ● A scheme of learning is agreed and implemented within PSHE lessons ● Parents are advised about the programme for RSHE within the curriculum ● SLT responds appropriately to those parents who wish to withdraw their child from sex education after consultation with the Assistant Headteacher with responsibility

	<p>for PSHE and RSE. Designated Senior Lead for Child Protection. These students will be considered vulnerable from a safeguarding perspective and provided with an alternative learning environment for the duration of the lesson(s) where the teaching of sex education is the primary intention of the teacher</p>
<p>5.4</p>	<p>The Teaching Staff</p> <p>Staff are responsible for:</p> <ul style="list-style-type: none"> ● 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/carers wish them to be withdrawn from the [non-statutory/non-science] sex education component of RSE <p>Below are the names/roles of those responsible for teaching RSE at STAGS:</p> <ul style="list-style-type: none"> - Pegah Jarvis (PSHE Curriculum Leader and Assistant Headteacher) - Jen Lamb (Curriculum Leader, Sociology) - Kristy Hare (Curriculum Leader, Heaths and Social Care) - Jess Flint (Assistant Headteacher) - Diana Clutterbuck (English Teacher) - Lyndsey Mathurin (English Teacher) - Eleanor Lambert (6th Form Director of Learning and teacher of H&Sc and Psychology) - Sally-Ann Taylor (Head of Key Stage 5 and Assistant Headteacher) - Catherine Cartmell (Computing Teacher) - Simon Cole-Savidge (Curriculum Leader, Media Studies) - Chris McCarthy (Computing Teacher) - Ruth Wheatley (Curriculum Leader, Performing Arts) - Rachel Cardani (Associate Assistant Headteacher, Curriculum Leader, History) - Sarah Brennan (English Teacher) - Maria Taj (Sociology Teacher) - Alison Keat (Geography Teacher) - Sian Pennock (PE Teacher) - Rebecca Sharp (English and Media Studies Teacher) <p>Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE on the basis of religious, cultural, or other personal reasons are encouraged to discuss this with the Head of School.</p>
<p>5.5</p>	<p>Curriculum Leader of PSHE with responsibility for RSE is expected to:</p> <ul style="list-style-type: none"> ● ensure that learning across the curriculum in other subject areas follow the RSHE policy and compliments the skills-based curriculum being delivered in distinct PSHE lessons ● coordinate the delivery of an effective spiral curriculum with recurring themes that are age and stage appropriate ● ensure that all teaching materials are of a satisfactory standard and are not offensive or could be construed as such, in consultation with their Line Manager ● coordinate any outside speakers and ensure quality of provision in line with this policy; We won't, under any circumstances:

	<ul style="list-style-type: none"> ○ 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 ● keep parents informed through the school website and school newsletter about PSHE/RSE provision at STAGS. ● Work with SLT to deliver parent/ carer information evenings to find out more about RSHE and PSHE topics
5.6	<p>Role of students:</p> <ul style="list-style-type: none"> ● Students are expected to engage fully in PSHE and RSE lessons and, when discussing issues related to RSHE, treat others with respect and sensitivity
6. PARENTS' RIGHT TO WITHDRAW	
6.1	<ul style="list-style-type: none"> ● Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. ● To withdraw their child from the Sex Education lessons we request that they do so in writing; ● Parents will then be contacted by Ms Pegah Jarvis, Assistant Head Teacher, who will discuss the concerns that parents have regarding the content of the lessons.
6.2	<p>Following these discussions, if parents wish for their child to be withdrawn, then unless there are exceptional circumstances, STAGS will provide the child with an alternative learning environment for the duration of the PSHE/RSE lesson(s) which have the intention of teaching about:</p> <ul style="list-style-type: none"> ● Use of contraception in lessons that use a model of an erect penis.
7. PROCEDURES FOR POLICY MONITORING AND EVALUATION	
7.1	<p>The Governors and Senior Leadership Team are responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy. The policy will be monitored regularly by the PSHE Curriculum Leader and Assistant Headteacher, Pegah Jarvis, and formally reviewed by the Students, Families and Community committee regularly.</p> <p>The following criteria will be used in monitoring the success of the policy:</p> <ul style="list-style-type: none"> ● feedback from students at the end of work units ● the quality of students' written and oral work ● core skills assessments made by teaching staff for reports ● feedback from staff and students ● student self-assessment <p>Monitoring of the impact of the Scheme of Learning will be undertaken by the Curriculum Leader in the first instance through school procedures, and will report findings to SLT and any issues raised in that monitoring procedure</p>
7.2	<p>Organisation and Delivery of RSE</p> <ul style="list-style-type: none"> ● Student development in RSHE is monitored by class teachers as part of our internal assessment systems- ● Teaching staff will work closely with the SEND department to make sure students are offered provision appropriate to their needs, taking specialist advice where necessary

	<ul style="list-style-type: none"> ● Classroom ground rules are set for staff and students to enable all to feel safe and secure. These rules do not allow inappropriate personal questions to be asked and emphasise the right for all to be listened to with respect. No student will be asked to do or say anything they do not feel comfortable about ● Teaching will include the giving out of factual information, but the importance of open discussion and examples of real scenarios will be recognised ● A variety of resources will be used as appropriate to the age and stage of the students. The school will continue to choose resources which give a fair and balanced view, especially for potentially sensitive topics such as abortion and gender identity ● It is necessary to be quite explicit in the teaching of some topics (such as contraception and the transmission of HIV) but this will be handled sensitively. Some students may ask explicit questions and if a response to the whole class does not seem appropriate, the question may be answered only to the individual or small group of students <p>The use of the 'ask it basket' is regularly used to encourage students to ask questions anonymously</p>
7.3	<p>Staff Training</p> <ul style="list-style-type: none"> ● Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar
8. Dissemination of Policy and Working with Parents/Carers	
8.1	<ul style="list-style-type: none"> ● All parents/carers of students at STAGS will be signposted towards the Relationships and Sex Education Policy ● The parents/carers of in-year admissions will be signposted once a place at the school has been confirmed ● In the case of Secondary Transfer students, parents/carers will be signposted to this information when provided with other documentation during the summer term prior to transfer ● A printed copy of the full policy statement will be available on request ● If parents/carers have concerns or questions relating to the policy, they are invited to address them directly to the school ● Regular updates on what topics students are studying in PSHE, alongside parental signposting will be available in STAGS Link which is sent to all parents/carers. Links and a school contact for parental queries will be included

An Overview of the Relationships and Sex Education taught in the PSHE Curriculum in KS3 and KS4
can be found below:

Year	Relationships Education	Sex Education	Health Education
7	<ul style="list-style-type: none"> ● Rights and responsibilities ● Social interactions ● Resilience Programme-developing self-esteem ● Anti-Bullying ● Online Safety including cyber-bullying ● Discrimination and protected characteristics 	<ul style="list-style-type: none"> ● N/A 	<ul style="list-style-type: none"> ● Resilience Programme - mental health ● Puberty ● Menstruation ● Personal Hygiene ● Healthy Lifestyles (Drugs and Alcohol) ● FGM (Female Genital Mutilation)
8	<ul style="list-style-type: none"> ● Online Safety and Social Media ● Government and Democracy ● Personal Safety ● Healthy Relationships <ul style="list-style-type: none"> ○ Coercive relationships ○ Developing positive, healthy relationships ○ Human variation and LGBTQ+, gender identity ● Britishness ● Multicultural Britain ● Racism 	<ul style="list-style-type: none"> ● N/A 	<ul style="list-style-type: none"> ● Dove Self Esteem ● Healthy Lifestyles (Drugs and Alcohol) ● Healthy Relationships <ul style="list-style-type: none"> ○ Effective reproduction ○ Fertility ○ Conception
9	<ul style="list-style-type: none"> ● Healthy and unhealthy relationships ● Child Sexual Exploitation (CSE) and grooming ● Personal safety, sexual exploitation ● Sexual health <ul style="list-style-type: none"> ○ Consent and Control 	<ul style="list-style-type: none"> ● Sexual Health ● Using Contraception including how to use a male condom, female condom, and dental dam 	<ul style="list-style-type: none"> ● Healthy Lifestyles (Drugs and Alcohol) ● Making resilient decisions ● Safer Sex including Sexually Transmitted Infections ● FGM revisited ● Good Sexual health ● Mental Health and healthy coping strategies
10	<ul style="list-style-type: none"> ● My money- impact of debt ● The role of consent and readiness in intimacy ● Domestic abuse ● Radicalisation/extremism ● Gang and knife crime 	<ul style="list-style-type: none"> ● Revisiting of contraception including how to use a male condom, female condom, and dental dam 	<ul style="list-style-type: none"> ● Resilience and Mental Health ● Exam stress and healthy coping strategies

11	<ul style="list-style-type: none"> ● Impact of Teen Pregnancy ● Parental skills ● Negative impacts of pornography on relationships ● Unplanned pregnancy <ul style="list-style-type: none"> ○ Termination 		<ul style="list-style-type: none"> ● Self-Esteem ● Personal well-being drugs education ● Prevention of STIs and how to access treatment ● Emotional Health ● Stress, Anxiety, Depression ● Mindfulness
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