[Picture](javascript:ClickThumbnail(11))

|  |
| --- |
| **David Lewis School**  **Sex and Relationship Education Policy** |

**Policy application: - Education and Life Skills – School**

**Job title of the author: - Director of Education- PSHE/SRE Curriculum Lead**

**Responsibilities for implementation: - Director of Education**

|  |  |  |
| --- | --- | --- |
| **Approved by the David Lewis Senior Management Team:** | September 2022 | |
| **Policy Reviewed: Yearly** | Sept 2023 | June 2024 |
|  |  |
| **Department issuing the document:** | Education & Life Skills | |

**Contents**

**Page**

Introduction 2

Aims 3

Framework 4

Safeguarding 5

Confidentiality 5

**Introduction - What is SRE**

**Definition of SRE:** SRE Guidance (DfES September 2021) provides the following definition:

“It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.”

**SRE has three main elements:**

* Attitudes and values
  + learning the importance of values and individual conscience and moral considerations;
  + learning the value of family life, marriage, and stable and loving relationships;
  + learning the value of respect, love and care;
  + exploring, considering and understanding moral dilemmas; and
  + developing critical thinking as part of decision-making.
* Personal and social skills
  + learning to manage emotions and relationships confidently and sensitively;
  + developing self-respect and empathy for others;
  + learning to make choices based on an understanding of difference and with an absence of prejudice;
  + developing an appreciation of the consequences of choices made;
  + Managing conflict; and
  + learning how to recognise and avoid exploitation and abuse.
* Knowledge and understanding
  + Learning and understanding physical development at appropriate stages;
  + understanding human sexuality, reproduction, sexual health, emotions and relationships;
  + learning about contraception; and
  + the avoidance of unplanned pregnancy.

**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**

Secondary and Sixth Form pupils at David Lewis School:

As a Non Maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017 where we feel it is appropriate to their cognitive ability.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

In teaching RSE, we must have regard to the [guidance](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

**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.

RSE is not about the promotion of sexual activity.

**4. Curriculum**

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don’t seek answers online.

At an appropriate level we will deliver:

***Relationships Education at secondary level, covering a wide range of topics.***

***In Relationships Education, children will learn about subjects including families, friendships, relationships and being safe, including characteristics of healthy family life. This covers varieties in family life, and how to recognise if family relationships are making them feel unhappy or unsafe, the rules and principles for keeping safe online, and appropriate boundaries in peer friendships.***

***RSE builds on what is learned at primary level, for example that there are different types of committed, stable relationships, and the importance of those relationships in raising children. It also covers why marriage is an important relationship choice for many couples and why it must be freely entered into, alongside different types of bullying (including cyber bullying), and the concepts and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, honour-based violence and female genital mutilation (FGM). RSE also introduces teaching about sexual relationships, including sexual health.***

**RSE Framework**

David Lewis School follows the PHSE Association framework:

* Respect for others
* Non-exploitation in relationships
* Commitment and trust in relationships
* Puberty and sexuality
* Mutuality in relationships
* Honesty with self and others
* An exploration of rights, duties and responsibilities in sexual relationships
* An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation.

**5. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Pupils also receive stand-alone sex education sessions delivered by a **trained professional** at Secondary level:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

Families

Respectful relationships, including friendships

Online and media

Being safe

Sexual relationships, including sexual health

Some pupils will have their relationship curriculum taught through AET which is appropriate for their level of ability.

**7. Roles and responsibilities**

* **7.1 The governing board**

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

* **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught appropriately across the school, and for managing requests to withdraw pupils from of RSE.

* **7.3 Staff**

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from 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.

* **7.4 Pupils**

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

**8. Parents’ right to withdraw**

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher. A meeting will be arranged following the request.

**9. Training**

The headteacher will invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching RSE.

**10. Monitoring arrangements**

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

This policy will be reviewed by the Leadership Team annually.

**Confidentiality**

Confidentiality cannot be guaranteed. If anything is shared with staff that they feel puts a young person in danger they will share this with the David Lewis safeguarding team. The boundaries of confidentiality will be made clear to young people.

**Safeguarding**

Due to the nature of material being shared and discussed, disclosures of a sensitive nature may be made. In this instance PSHE trained professionals will refer and liaise with the PSHE/ SRE lead as well as the lead safeguarding officer.

**Who is responsible for co-ordinating the subject?**

Hannah Phillips- Student Support Coordinator

**Monitoring, Evaluation and Review**

The school will review this policy regularly and assess its implementation and effectiveness.

Signed:-Angie Fisher Director of Education

Appendix 1: Parent form: withdrawal from sex education within RSE: Requests for withdrawal form this Mandatory subject will need to be requested in writing to the headteacher and school governors.

| To be completed by parents | | | |
| --- | --- | --- | --- |
| Name of child |  | Class |  |
| Name of parent |  | Date |  |
| Reason for withdrawing from sex education within relationships and sex education | | | |
|  | | | |
| Any other information you would like the school to consider | | | |
|  | | | |
| Parent signature |  | | |

| To be completed by the school | |
| --- | --- |
| Agreed actions from discussion with parents |  |
|  |  |