



THE JOHN OF GAUNT SCHOOL
- A Community Academy -

RELATIONSHIPS AND SEX EDUCATION POLICY

Originator	Reviewed by	Date of Review	Approved by	Date of Approval	Next Review Date	Website
HK & MP	S&C	01/2/22	FGB	06/12/22	Jan 24	Yes

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1. Vision Statement:

‘Creating an irresistible climate for achievement’

- We challenge, support and encourage every student to **achieve their potential.**
- We believe **effort** and **dedication** lead to success and we **raise aspirations.**
- We **personalise our provision** to meet the needs of individuals.
- We enable our students to flourish as **confident learners and leaders** of our community.
- We create a culture where all stakeholders **feel valued, supported and proud.**
- We **work collaboratively** to improve outcomes for our students and support other schools to improve.

2. Aims of Relationships and Sex Education (RSE)

This policy needs to be read alongside the following policies:

- Equality
- Confidentiality
- Child Protection and Safeguarding

The aim of this policy is to clearly communicate to staff, parents, visitors and students the framework in which RSE will be delivered in this school.

The John of Gaunt School believes that RSE is an educational entitlement of all students and an integral part of each student's emergence into adulthood.

Aims:

- 2 i To encourage personal responsibility in all forms of behaviour;
- 2 ii To encourage self-esteem;
- 2 iii To encourage respect and consideration for others irrespective of their gender, race or sexuality;
- 2 iv To provide both support and accurate age appropriate information for young people and their parents; and to ensure that laws relating to sex and relationships are discussed
- 2 v To promote openness and discussion on related issues in and out of school;
- 2 vi To promote the ability to make positive healthy choices and to resist pressure;
- 2 vii To allow students the opportunity to consider the skills required for being future parents and carers of children;
- 2 viii To provide students with a safe environment to consider and reflect on their own values and attitudes relating to relationships and sexual health;
- 2i x To provide students with information about services supporting sexual health and relationships, particularly those relating to young people.

To promote the importance of healthy relationships.

To highlight the impact that relationships can have on the mental health of young people.

To ensure that children can consider issues of consent and sexual exploitation in order to equip them to make safe and healthy choices as they progress to adulthood.

3. Content

Relationships and sex education provides knowledge and encourages the acquisition of skills and attitudes, which allows students to manage their lives in a responsible and healthy way.

Under the 1996 Education Act schools have a duty to ensure that Relationship and Sex Education provides appropriate information and encourages students to have due regard to moral considerations and the value of family life. The Act states “the aim of education is to prepare children and young people for the opportunities, responsibilities and experiences of adult life”. It also requires secondary schools to provide a RSE curriculum that includes teaching about Sexually Shared Infections (SSI’s), including HIV and AIDS.

The publication of the DfE’s Relationships and Sex Education consultation response (February 2019) states that all “all schools will be required to teach RSE from September 2020 The Act gives parents the right to withdraw their children from all or parts of the Sexual Relationship Education (SRE) offered except where it forms part of a National Curriculum programme of study. Parents do not have to give any reasons for their decisions. All children, however, need to attend the relationships element of the teaching and learning but can be withdrawn from discussions regarding sex (DfE, 2019).

Any parent who wishes to withdraw a student from all or part of the RSE provided by the school must contact the Head teacher.

PSHE is taught in a spiral curriculum framework ensuring that students are able to access information which is age appropriate. RSE forms part of this curriculum. RSE is taught through the Science, PSHE and Religious Studies curriculum. Students may also have the opportunity to develop skills and consider RSE related issues and skills in other subjects, for example when studying themes in English Literature.

4. Values and beliefs

Students will be encouraged to consider the importance of the following values:

- Respect and valuing themselves and others.
- Understanding and sensitivity towards the needs and views of others.
- Responsibility for their own actions.
- Responsibility to the school, their family and the wider community.

5. Skills and abilities

Students will be helped to develop the following skills:

- Communication including the making and keeping of relationships.
- Assertiveness and resistance to pressure.
- Decision-making.

- Recognising and using opportunities to develop a healthy lifestyle.

6. Monitoring and Review

- 6i RSE will be monitored by the school's Deputy Headteacher, Director of Learning for **Social Sciences** and Director of Learning for Science.
- 6ii The full policy can be made available to all parents/guardians when the student enters the school.
- 6iii A nominated governor has a link role between the school and the governing body.
- 6iv RSE schemes of work and individual lessons are reviewed by the Social Science Faculty on an annual basis, particularly noting any guidance added to the RSE guidelines from the DfE. With this in mind, other faculty areas are encouraged to make a personal note of the guidelines that they teach within their own areas, with an annual skills matrix being sent out to Directors of Learning.
- 6v The content of the RSE curriculum is published on the school website, so there is transparency in terms of what we deliver as a school. This specifically focuses on PSHE lessons where explicit RSE is taught throughout all year groups. Parents have been updated in terms of the new guidelines as published by the DfE.

The Governors, through the Student & Community Committee, will review the policy bi-annually.