

Magdalen Court School

Belong Believe Achieve



Magdalen Court School

Relationships and Sex Education Policy

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1. Summary of Policy:

This policy outlines how Magdalen Court School will ensure that all pupils will receive RSE in line with statutory requirements and that the environment in which they learn will make them feel safe and promote equality.

The purpose of a whole school Relationships and Sex Education policy is to:

- Explain the definition, aims and objectives of RSE.
- Describe what we teach and the approaches we use.

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and trustees) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders by request.

As a school which values personal development in our children and young people we ensure our RSE is in-line with current government guidelines and regularly evaluated.

This is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond the



provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

Definition:

Sex and Relationships Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and emotional education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline (21st Century Guidance 2014). In 2020 the new DfE statutory guidance became active. Since that time we have expanded our RSE programme to include additional safety information and

2. Legal Requirements:

The sex education contained in National Curriculum science (Key Stages 1 and 2) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13).
- Children should learn 'how a baby is conceived and born' before they leave primary school(1.16).

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Promotes the spiritual, moral, cultural, mental and physical development of pupils.



This is stated in section 2.1 of the National Curriculum framework (DfE, 2013a) and relates to duties set out in the 2002 Education Act and the 2010 Academies Act.

The Statutory Guidance for RSE (2020) states that:

- Parents no longer have the right to withdraw a child from Relationship or Health Education and this must be made clear in writing
- Children should receive additional safety lessons, including social media and online safety
- Children should receive clear information about all relationships, sexualities and genders.

Our programme of study exceeds the guidelines by offering a core of 7 lessons which will be delivered to all pupils in an age-appropriate manner. The areas covered are: Respectful language and actions; safety (particularly online); emotional and physical changes- appropriate to their stage; LGBTQIA+ rights, respect and feelings; Intercourse and growth of a baby; fertility treatment and pregnancy issues; family units.

An example of how this is adapted to each stage is as follows: Safety for younger pupils will involve discussions about keeping privates private, stranger danger and phone use. Whereas safety for older pupils will include discussing contraceptives, STIs and safe meetings.

By offering this core and having the flexibility to build on these lessons as discussion and maturity levels permit, we can monitor pupil understanding and address any misconceptions or gaps in their learning.

We have the flexibility in our teaching that we can spend longer than one lesson on each subject, if necessary, to reinforce learning.

3. Aims and Objectives



The aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing. As our pupils navigate puberty, they will also be discovering their identity and we will provide them with a safe environment and understanding which will support them in this.

Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development.

It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Addressing Relationships and Sex Education has three main elements enabling pupils to:

- Explore their own and other peoples' attitudes and values.
- Develop and practice personal and social skills.
- Increase their knowledge and skills.

The Relationships and Sex Education (RSE) policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the under-pinning values and to deliver an effective programme that meets the needs of our pupils.

MCS explores/teaches RSE within the following moral and values framework based on the following principles:

- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views, sexualities and genders.
- The right of people to hold their views within the boundaries of respect for the rights of others.



- The acceptance of the responsibility for and the consequences of personal actions.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- An awareness of the way another person feels.
- The value of a stable loving relationship.
- Mutual support and cooperation.
- Honesty and openness.
- Self-respect.

4. Ethos and Environment

a. Global statement:

Specify guidance documents on which the policy has drawn – key reference documents:

- Sex and relationship Guidance (SRE) for the 21st Century: Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000).
- Multi-agency practice guidelines: Female Genital Mutilation (2014).
- DCSF Sex and Relationships Guidance (0116/2000).
- The Equality Act 2010 and schools (DfE 2014b).
- Keeping Children Safe in Education, 2014a).

MCS will follow best practice by ensuring that the personal beliefs and attitudes of teachers will not influence their teaching of RSE lessons.

b. How and to whom will the policy be shared and consulted amongst in the Whole School:

Dissemination and consultation/review of policy includes:



- Consultation with the wider school community e.g. medical professionals and specialist educators.
- Review of RSE curriculum content with staff and pupils.
- Pupil focus groups or school council.
- Consultation with school governors.
- Questionnaires to parents/carers.

The policy will be available to parents through direct request and available on the website.

b. Working with parents and carers and the wider community:

- How they are informed and consulted.
- Confidentiality for parents/carers.
- Role of parents/carers.
- Access to resources.

Parents and carers have an especially important role to play in supporting PSHE/RSE education.

MCS is confident that the school's programme complements RSE across the school. To enable this, all information regarding the RSE curriculum and policy is made available to parents/carers. Teaching resources can be shown and opportunities will be given for discussion and questions.

Before any year group embarks upon its RSE programme, parents/carers are informed by letter and given an overview of the topics the child will be covering. Parents/carers are also reminded that they can have a copy of the school's RSE Policy on request and that they can view any teaching resources being used in the delivery of RSE.

c. CPD for Staff:

MCS ensures RSE/PSHE CPD for staff through:



- Opportunities for the Subject Leader to undertake any training required to fulfil the position effectively.
- CPD by trained practitioners to take place for staff involved in teaching the subject.
- Surveys of all staff with regard to RSE content and support required.

e. Statement of MCS's commitment to equal opportunities and inclusion, with reference to the Inclusion and Equal Opportunities Policies:

MCS considers the needs of different groups within the school. (All genders, varying home backgrounds, Sexuality, SEN, LAC, Faith, Ethnicity and Culture etc). The programme is differentiated at point of delivery by trained staff, so that it is appropriate to pupils' age, ability, gender and maturity. Following discussion with some secondary pupils, we will offer single sex classes and non-gendered classes as an option for pupils. We will ensure equality of education in all groups but recognise the social impact of the group in which an individual may be learning.

We strive to ensure all pupils are treated fairly, with no discrimination or bullying on grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, gender or ability.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination.

Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT) and any other groups, however they choose to identify. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE 2014b).

The updated RSE statutory guidance (DfE 2020) built upon the Equality Act to ensure pupils are taught about the relationships and feelings surrounding romantic relationships of all types. The 2020 guidance also prescribes an increased level of discussion about safety and healthy relationships (including platonic ones).



Specific Issues Including Vulnerable Groups:

a. What kind of language will be considered acceptable and appropriate for use in RSE lessons?

All staff will:

- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive.
- Use inclusive language (such as partner instead of boyfriend/girlfriend).
- Use correct terminology as this is deemed good practice.
- Avoid the use of any slang.

It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Children at primary and secondary level need to know that using

the word 'gay' as a negative is wrong. See also 'The LGBT Issue' e-magazine for inclusive RSE and challenging homophobia biphobia and transphobia (Sex Education Forum, 2014).

b. Safeguarding:

Some issues may result in children and young people making disclosures which will be addressed in line with school safeguarding policy and procedures.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and



abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is available (Keeping Children Safe in Education, 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday, especially during the transition from primary to secondary school, is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

c. Confidentiality:

Staff will follow the school's policy with regard to confidentiality. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

A member of staff cannot promise confidentiality if concerns exist.

It is paramount that all concerns be referred to the safeguarding team (as per safeguarding policy) and appropriate further action taken at the earliest opportunity.

5. Outline

MCS delivers the RSE programme through:

- Specialist PSHE/RSE teaching.
- All teachers (with appropriate training and guidance from PSHE/RSE Lead).
- HLTA or Nurture Practitioners for Relationships and Mental Health.
- External agencies used where appropriate to enhance the programme.



MCS teaches RSE through:

- Delivery across the curriculum e.g. biological aspects through the Science curriculum and other aspects through English, Drama and Human Geography as appropriate.
- Including, but not limited to; existing programmes (such as PANTS and Speak Out, Stay Safe), quizzes, case studies, research, role play, video and small group discussion.
- A wide range of teaching methods can be used to enable students to actively participate in their own learning.
- Embedding within the PSHE Curriculum at a whole school level, during assembly, for example.
- Opportunities for each year group in form tutor time, or if the topics arise in conversation.
- Specific groups or individuals identified.
- Enhanced collapsed timetable days/ specified lessons over a half term.

MCS uses reliable resources, such as METRO and NSPCC, to support students in all areas of sexual health including; contraception, options available and demonstration, sex and the law, consent, sexual abuse and exploitation, negotiating sex and delay, sexually transmitted infections, sexual identity and signposting further support.

Pupils who may struggle to access the in-class RSE provision will be offered a tailored programme of study either 1:1 or in a small group.

The young person must always be offered the opportunity to discuss their sexual health in a private, confidential environment. All personal information and records are stored securely onsite in accordance with the Data Protection Act 2003 and only shared with a designated professional, except in the instance of a safeguarding referral.

Content:



The PSHE Association's Programme of Study document covers the key concepts, skills and topics at different key stages which should be covered as part of a comprehensive programme. [Programme of Study for PSHE Education \(key stages 1–5\)](#)

The MCS Programmes of Study and Schemes of Work provide further detail of the content delivered to the children and young people. These are available electronically on the staff area and can be physically printed if needed.

Assessment:

Teaching and learning of RSE will be assessed by:

- Student self-assessment
- Assessment for learning
- Teacher assessment

Monitoring:

The RSE programme is monitored by:

- PSHE/RSE Lead
- Lesson planning and observations
- Teacher monitoring
- Pupil feedback

6. Working With Outside Agencies

MCS may use the expertise of outside agencies.

Appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE.

7. Other Related School Policies:

The policies links to:



- Teaching and Learning Policy
- Safeguarding Children Policy
- Equal Opportunities Policy
- E-Safety Policy
- PSHE Policy
- Curriculum Policy