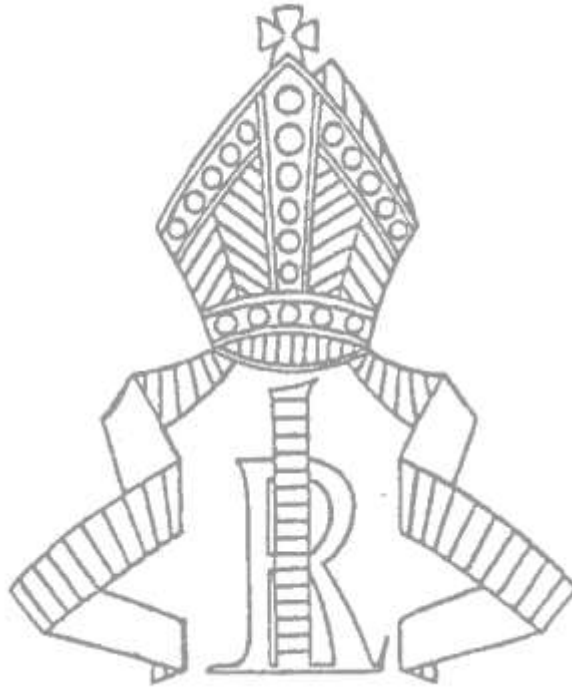


Bishop Luffa

Church of England

School



Relationships and Sex Education Policy

Approved by:

Board of Directors

Date: 13 July 2021

Last reviewed:

8 June 2021 by Curriculum & Progress committee

Next review due:

Summer term 2024

Contents

1. Our vision and aims	2
2. Statutory requirements	3
3. Policy development	3
4. Definition	4
5. Curriculum	4
6. Delivery of RSE	4
7. Roles and responsibilities	5
8. Parents'/Carer' right to withdraw	5
9. Training	6
10. Monitoring arrangements	6
Appendix A: Overview Curriculum topics taught	7
Appendix B: Church of England Charter and Bishop Luffa RSE/PSHE	
9 Appendix C: Details summary of RSE topics by Year Group	12

1. Our vision and aims

In our school our Christian vision shapes all we do. Our aim is to show every child what 'life in all its fullness' means. We are a school of hope, where students are invited to explore their God-given potential. We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)

[.Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(RSHE\) in Church of England Schools](#)

This policy reflects the Christian ethos of Bishop Luffa School – the beliefs, values and attitudes of the school community have an emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and a sense of moral responsibility. 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 relationships and sexuality
- Teach pupils the correct vocabulary to describe themselves and their bodies

The core aims are broken down into three main elements of our RSE:

1. **Attitudes and values:**

- Learning the importance of values, individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.

- Exploring, considering and understanding moral dilemmas.
 - Developing critical thinking as part of decision making.
2. **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.
 - Learning how to recognise and avoid exploitation and abuse.
3. **Knowledge and understanding:**
- Learning and understanding physical development at appropriate stages.
 - Understanding relationships, emotions, human sexuality, sexual health and reproduction
 - Learning about contraception and the range of local and national sexual health advice, contraception and support services.
 - Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
 - The avoidance of an unplanned pregnancy.

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

We also reflect the requirements of the [Equality Act 2010](#)

In teaching RSE, we are required by our funding agreement to have regard for section 403 of the education Act as an academy “on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and they learn the nature of marriage and its importance for family life and bringing up children”. But also that we must have regard to Section 405 of the same Act (which relates to maintained schools).The [guidance](#) issued by the secretary of state is outlined in section 403 of the [Education Act 1996](#).

At Bishop Luffa School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with directors, parents, pupils and staff. The consultation and policy development process involved the following steps:

1. Reference to the Church of England publication Valuing All God’s Children, Guidance for Church of England Schools in Challenging Homophobic Bullying Second edition, updated Summer 2019
2. Pupil consultation – we investigated what exactly pupils want from their RSE and when they considered topics were most relevant. The School Council played a central role in giving feedback and advice.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations, with Heads of House providing their particular expertise from working closely with our pupils.

4. Parent/stakeholder consultation – due to COVID parentmail correspondence and contact email given to parents/carers on policy reviewing and sharing core principles. Individuals invited and took opportunity to share questions, offer recommendations and any queries explored.
5. Directors- we worked closely with directors, seeking guidance from the Faith and Worship Committee and then worked closely with the Directors Curriculum and Progress Committee
6. Ratification – once amendments were made, the policy was shared with Directors and ratified

4. Definition

In addition to that which is covered in the Science curriculum 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.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, 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.

6. Delivery of RSE

RSE is taught within the PSHE curriculum. It is made accessible to all children including those with SEND. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

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
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum content, see Appendices or contact Mrs Smerdon-Corp, our PSHE Coordinator.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We refer to the Church of England recommended material 'Goodness and Mercy' (RSE for Church of England Schools-<https://goodnessandmercy.co.uk/>) along with the previous publication, Valuing All God's Children, Guidance for Church of England Schools in Challenging Homophobic Bullying May 2014, which recommends that:

The Church of England's teaching on human sexuality and a range of Christian views should be taught, as well as a range of perspectives from other faiths and world views.

Relationships and sex education should recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

Sexual orientation should be included within RSE in the secondary phase.

7. Roles and responsibilities

7.1 Directors

The Directors will hold the Head teacher to account for the implementation of this policy.

The Directors full board has delegated the approval of this policy to the Curriculum and Progress Committee.

7.2 The Head teacher

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils including those with SEND
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science 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 Head teacher.

Staff currently part of the RSE teaching team;

Mr Matthew Bennett

Mrs Olivia Basurto (Faculty Coach)

Mrs Kate Christie (HOF Languages)

Mr Gareth Evans (Subject leader Media)

Miss Ellizabeth Lopez Gamero (Faculty Coach)

Mr Daniel Pilgrim

Mrs Stella Richi (Deputy Head of Sixth Form)

Mr Jamie Saunders (Assistant Head teacher Sixth Form)

Mrs Charlotte Smerdon-Corp (Subject Leader PSHE)

Mr Allan Thompson

Mr Neil Topley (Assistant Head teacher KS3)

Mrs Louise Watson (Assistant Head teacher)

7.4 Pupils

Pupils are given opportunities to engage fully in RSE and, when reflecting on and discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents'/carers' right to withdraw

Parents/carers have the right to withdraw their children 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.

Requests for withdrawal should be put in writing and addressed to the Head teacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head teacher will discuss the request with parents/carers and if needed, arrange the withdrawal. Alternative PSHE work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Where appropriate and possible we will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Stuart White (Deputy Head teacher), with support from Angela Smith (Assistant Head teacher-Christian Ethos), through the faculty review process which includes planning scrutiny, learning walks, and student voice.

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

This policy will be reviewed by Stuart White (Deputy Head teacher), Charlie Smerdon-Corp (Head of PSHE) and Angela Smith (Assistant Head teacher- Christian Ethos). The policy is reviewed every two years. At every review, the policy will be approved by the Curriculum and Progress Committee.

Appendix A Overview Curriculum topics taught

Appendix B Church of England Charter and Bishop Luffa RSE/PSHE

Appendix C Details summary of RSE topics by Year Group