



# CHURCH of ENGLAND ACADEMY

## St Edward's Church of England Academy Relationships, Sex and Health Education Policy

Issue	Date Issued	Date for Review
1	Autumn 2021	Autumn 2023

Policy Details	
<b>Policy Reference:</b>	St Edward's Church of England Academy RSHE Policy
<b>Member of Staff Responsible:</b>	Ms Angelina Chapman
<b>Category:</b>	RSHE
<b>Status:</b>	Draft
<b>Issue Date:</b>	Autumn Term 2021
<b>Next Review Date:</b>	Autumn Term 2023
<b>Version:</b>	1

## Contents

Introduction .....	3
Aims .....	4
Legal requirements .....	<b>Error! Bookmark not defined.</b>
The Curriculum.....	5
Staff .....	6
Parental rights to withdrawal .....	6
Policy Review Process .....	7

## RSHE Policy

### St Edward's Church of England Academy

#### Introduction

Relationships Sex and Health Education (RSHE) is the right and responsibility of the parent/carer. St Edward's C of E Academy provides RHSE to support parents/carers in fulfilling their responsibility and to contribute to every students' health, wellbeing and preparation for adult life.

Our school's approach to RSHE education follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

*"So God created humankind in his image, in the image of God he created them"*  
(Genesis 2:7)

*"I have come in order that you might have life - life in all its fullness"*  
(John 10:10)

At St Edward's Church of England Academy, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God.

The students at our school come from diverse backgrounds, expressing a spectrum of beliefs and values. Together with our Governing Body, we have consulted and developed a familiarity with the beliefs and attitudes which our range of families have about issues such as:

- relationships and sex education
- abortion
- contraception
- LGBT+ (Lesbian, Gay, Bisexual and Trans +)
- sex outside marriage

Inclusivity and hospitality should be hallmarks of Church of England schools: every child should be revered and respected as a member of a community where all are known and loved by God. (*Valuing All God's Children July 2019\_0*)

## Aims

Students will learn how to navigate through the changes in their surroundings, their emotions and their physical selves. We will have open and honest conversations allowing us to learn from each other's differences and similarities. We break through misconceptions and understand the importance of the various aspects that make up our community. We will see links between every subject and stage in our education.

- 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
- To know about the risks of being online and how to stay safe
- To support all young people to stay safe and prepare for life in modern Britain.

## Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSHE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

From September 2020 the guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers' will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSHE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSHE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.

## The Curriculum

At St Edward's C of E Academy, RSHE is not an isolated subject; it permeates the whole curriculum and the pastoral system. Citizenship, Religious Education and Science provide a focus for exploring some elements of RSHE. The Headteacher and PSHE Head of Department (HoD) lead on the overall planning of RSHE.

Relationships and sex education should take LGBT people into account. Sexual orientation should be included within RSHE in the secondary phase. 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. At St Edward's C of E Academy these concepts are revisited in PSHE, RE and Citizenship.

The content of the Academies programme is based on the Science National Curriculum, the RE curriculum and the Citizenship curriculum. The school recognises the need to create a supportive and secure atmosphere where students can develop the confidence needed to talk, listen and think about sex and relationships. In order to do this, teachers will:

- Establish ground rules with students
- Emphasise the importance of mutual respect
- Encourage reflection
- Make students aware of the relevant persons to approach in the school.

St Edward's C of E Academy draws on a range of teaching methods in order to encourage exploration of attitudes, values and beliefs, using active learning methods which involve students and help them to personalise information.

We understand that teaching RSHE in a secondary school should build on the learning at primary school. Through our network of feeder primary schools we work together to establish a benchmark for RSHE provision to ensure that this learning will be built on developmentally. In addition, we provide questionnaires for students to identify changing areas of need and misconceptions. Students with SEND will have had the content made accessible to them by the PSHE HoD and SEND team.

St Edward's C of E Academy expects parents to share the responsibility of sex and relationship education and support their children's personal, social, and emotional development. We encourage parents to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through the Academy's PSHE programme. Parents are also encouraged to seek additional support from the Academy where they feel it is needed

We ask students for feedback on the school's sex and relationship education provision regularly and expect them to take this responsibility seriously. Opinions on provision and comments are reviewed by PSHE leaders and taken into consideration when preparing the curriculum for the following year's students. This is to ensure we deliver a fit for purpose curriculum. In this way, we hope to provide students with the education and knowledge they need, on topics they want to learn about.

These are the requirements for RSHE from the Department for Education [[click here](#)]

## Staff

Specialist members of staff deliver all RSHE lessons. This means that each teacher, led by the Head of PSHE, will follow a pre-planned course, fully resourced and co-ordinated across each year and answer questions from students. Each class will be taught in mixed gendered groups; however, single groups may be used where it is agreed that this is the most appropriate. Further discussion will include Science and Religious Education departments to ensure learning is coordinated, cross curricular and appropriate for each year group. All members of staff will be asked to teach within the school's framework of HOPE; humanity, optimism, perseverance and excellence. St Edward's C of E Academy provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions, and an introduction to the rationale of why teaching SRE is so important.

## Parental right to withdrawal from RSHE

RSHE is part of all students' education and it is hoped that all will participate. Some parts of RSHE are compulsory – these are part of the National Curriculum for Science. Parents/Carers can withdraw their children from all other parts of RSHE if they want. They do so in writing to the Headteacher. When the Headteacher receives such a letter she will invite the parents/carers to a meeting, at which the Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible the pupil will be withdrawn from RSHE and placed in another class where suitable work and supervision will be provided.

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian up until three terms before the child turns 16 years of age. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex

education during one of those terms. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from relationships education or health education.

The school will document this process to ensure a record is kept.

## Policy Review Process

This policy has been produced by consultation with the Senior Leadership Team, Board of Governors, Parents/Carers voice and student voice.

It has been produced in consultation with parents/carers and will be reviewed in consultation with parents/carers. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.