

## **WHOLE SCHOOL POLICY FOR RELATIONSHIPS AND SEX EDUCATION (RSE)**

<b>Version Number:</b>	1
<b>Applicable To:</b>	Iqra Academy
<b>Committee:</b>	Values all Students
<b>Approved By Principals in:</b>	September 2021
<b>Review Cycle:</b>	Annual
<b>Date of Next Review:</b>	September 2022
<b>Related Policies:</b>	Curriculum Policy Teaching and Learning Policy Anti-Bullying Policy SMSC Policy

### **STATEMENT OF INTENT**

Iqra Academy believes it is of critical importance that the views and beliefs of all sections of the community are taken into account in the content and delivery of RSE. There are strongly held views and religious beliefs about aspects of RSE such as abortion, and the religious convictions of pupils and their parents should be accepted. However throughout our RSE programme we will be clear that the 9 protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are respected and acknowledge at all times in our curriculum and are the basis of the equality laws in the United Kingdom.

Under section 3.6 of the National Curriculum, RSE is compulsory from Year 7 onwards. Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 80A of the Education Act 2002 and section 403 of the Education Act 1996. As an independent secondary school we must provide RSE to all pupils as per the Children and Social work act 2017. This policy also complies with the advice given to schools by the Department for Education about the requirements of The Equality Act 2010.

### **POLICY DEVELOPMENT**

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

- Review – The PHSE department pulled together all relevant information including relevant national and local guidance
- Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
- Parents were invited to comment on the policy
- Pupil consultation – we held discussions with pupils about the issues they felt were important.
- Ratification – once amendments were made, the policy was shared with governors and ratified

## **DEFINITION**

RSE is an educational entitlement of all pupils and an integral part of each pupil's emergence into adulthood. The overall aim of RSE within the school is to enable pupils to exercise personal responsibility in relationship and sexual matters within the context of the values and beliefs of the community.

- to encourage personal responsibility in all forms of behaviour
- to encourage respect and consideration for others
- to provide opportunities for pupils to consider the values and beliefs of all sections of the community
- to provide pupils with the factual information which is necessary to stay safe and prepare for adult life in modern Britain.
- to develop caring and responsible attitudes by allowing pupils to explore and develop their own values within a moral framework
- to help pupils develop feelings of self-respect, confidence and empathy
- to create a positive culture around issues of sexuality and relationships
- to acquire decision making skills and develop strategies for dealing with peer pressure
- To meet the needs of all pupils, with their diverse experiences, including those with special educational needs and disabilities (SEND).

## **CURRICULUM**

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

- Families
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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). Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Lessons and resources are adapted to meet the needs of pupils with SEND. Pupil voice will also be influential in adapting and amending planned learning activities and the curriculum.

## **VALUES AND BELIEFS**

It is therefore of critical importance that the views and beliefs of all sections of the community are taken into account in the content and delivery of RSE. There are strongly held views and religious beliefs about aspects of RSE such as abortion, and the religious convictions of pupils and their parents should be respected. With this in mind, staff will encourage pupils to consider relationships

and sexual matters in a manner which takes into consideration their cultural backgrounds, family values and religious beliefs.

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

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

### **SKILLS AND ABILITIES**

Pupils will be helped and encouraged to develop a healthy life-style and to develop the skills of communication, assertiveness and decision making.

### **METHODS OF DELIVERY**

The core content of our RSE programme is delivered through PHSE lessons. Biological aspects of RSE are taught within the Science curriculum. Some aspects are also dealt with in Religious Education with issues relating to health education also covered in the PE curriculum. These lessons are specifically planned to deliver the content required. Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

### **CONFIDENTIALITY AND ADVICE**

Policy in this area does not deviate from the school's general practice on all such matters

- When necessary, pupils will be made aware that confidentiality is not guaranteed
- If safeguarding concerns arise, staff will immediately inform the Safeguarding Lead who will then take appropriate action in accordance with our Child Protection and Safeguarding Policy.
- Any other personal disclosure will not be encouraged, but if made and of a serious nature such as pregnancy or the seeking of personal contraception advice, the matter will be referred to Pastoral and Safeguarding Lead.

### **Roles and responsibilities**

Governors will approve the RSE policy, and hold the Principle to account for its implementation.

The Head of PHSE is responsible for the development of the RSE curriculum which is delivered by tutors. She is supported by the Head of Citizenship tutors.

Teaching Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Teaching 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.

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

### **Parents' right to withdraw**

Parents have the right to withdraw their children from the 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 using the form found in Appendix 2 of this policy and addressed to the Principle.

A copy of withdrawal requests will be placed in the pupil's educational record. The principle will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

### **Training**

Staff are trained on the delivery of RSE through year team meetings and it is included in our continuing professional development calendar.

### **Monitoring arrangements**

The delivery of RSE is monitored by the Head of PHSE and pastoral lead and through learning walks and lesson observations. Pupils' development in RSE is monitored as part of our internal assessment systems. High quality resources will support our RSE provision and will be regularly reviewed each academic year. Visitors/external agencies which support the delivery of RSE.

This policy will be reviewed annually. At every review, the policy will be approved by Governors.