



# Sporting Stars Academy

## Relationships and Sex Education (RSE) Policy

<p style="text-align: right;"><u>Agreed by the Directors:</u></p> <p style="text-align: right;"><u>Last reviewed:</u></p>	<p><u>01</u></p> <p><u>18</u></p>	<p><u>09</u></p> <p><u>01</u></p>	<p><u>2018</u></p> <p><u>2023</u></p>
<u>Review Date:</u>		<u>January 2024</u>	
<p><b>Signed:</b></p> <p>Signed..... (Director of Premises, Recruitment &amp; Public Relations)</p> <p>Signed..... (Director of Business, Finance &amp; Enterprise)</p> <p>Signed..... (Headteacher/Director of Curriculum and SENCO)</p>			

## **Aims**

The aims of relationships and sex education (RSE) at Sporting stars Academy are to ensure students learn about:

- different types of relationships, including friendships, family relationships, intimate relationships and dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

The aims above are in line with the core expectations that we promote to all students: maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be.

## **Statutory requirements**

Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSE became statutory in all schools from September 2021.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. This policy also takes into account the Children and Social Work Act 2017. Children and Social Work Act 2017 (c. 16 Part 1 CHAPTER 4 Section 34).

At Sporting Stars Academy we elected to implement the teaching of RSE as set out in this policy from 2018.

## **Definition**

- 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.

## **Delivery of RSE**

RSE is taught within the school's personal, relationship, social, health and economic (PRSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Students will be supported with developing the following skills:

- ✓ Communication, including how to manage changing relationships and emotions
- ✓ Recognising and assessing potential risks
- ✓ Assertiveness
- ✓ Seeking help and support when required
- ✓ Informed decision-making
- ✓ Self-respect and empathy for others
- ✓ Recognising and maximising a healthy lifestyle
- ✓ Managing conflict
- ✓ Discussion and group work

## **Roles and responsibilities**

The directors will approve the RSE policy, and hold the head teacher to account for its implementation.

### **The headteacher**

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see parents' right to withdraw).

### **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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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 headteacher.

## **Students**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

## **Parents' right to withdraw**

Parents' have the right to withdraw their children from the non-statutory components of RSE.

Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the student's educational record. The head teacher will discuss the request with parents and take appropriate action.

Appropriate alternative work will be given to students who are withdrawn from RSE.

## **Training**

Paul Burgess is currently leading on RSE delivery in school, disseminating appropriate staff training and providing resources to support the teaching and learning of RSE.

RSE is embedded across the curriculum, is identifiable through SMSMC and the PRSHE schemes of work.

The school 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.

## **Monitoring arrangements**

The delivery of RSE is monitored by the head teacher through the Quality Assurance programme of learning walks, book scrutiny, lesson observation and student voice activities.

Students' development in RSE is monitored by class teachers and within PRSHE the delivery of BTEC Personal Growth and Wellbeing following a successful pilot during academic year 2022/23. In addition to this the AQA Unit Award Scheme offers recognised completion of work within RSE via certification.

This policy should be read in conjunction with all policies and will be reviewed annually.