



**St George's**  
School Edgbaston

# UPPER SCHOOL: RSE POLICY

Revised: July 2021



## **Aims**

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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our approach to RSE and PSHE falls directly in line with the school aims which are:

- Maximising individual achievement within a caring community
- Developing respect and responsibility in all relationships
- Promoting friendship, fair play and equality
- Creating opportunities for personal development in a changing and challenging world

We believe that delivering a purposeful PSHE and RSE programme helps to develop and enrich these aims and to foster a culture of openness within our school community.

We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Jigsaw Programme.

This programme's complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of [www.jigsawpshe.com](http://www.jigsawpshe.com)) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).

## **Statutory Requirements**

We are required to teaching Relationships, Sex and Health Education as per the Government guidance from the Department for Education (DfE) issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

At St. George's School we teach RSE as set out in this policy.

## **Definition**

How does the Sex Education Forum define 'Sex Education'?

**Sex Education** is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception, safer sex, sexually transmitted infections and sexual health.

How does the Sex Education Forum define 'Relationships Education'?

**Relationships Education** is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.'

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.

## **Curriculum**

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

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our students' needs. The mapping document, 'Jigsaw 11-16 and statutory RSE and Health Education' (Appendix 2), shows exactly how Jigsaw and, therefore, our school, meets the statutory RSE and Health Education requirements.

Our RSE curriculum runs within our PSHE curriculum and therefore, the topics are addressed in a way that builds on prior learning. However, we have identified a number of lessons which specifically address areas of RSE where parents have a right to withdraw in line with our policy as set out later in this document.

## **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. PSHE lessons take place once a week and different themes are mapped across the year. These are: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. Over the course of the year,

relationships education will be an ongoing part of these themes as we seek to develop each individual and how they interact with others.

Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).

Teaching staff will deliver the PSHE and RSE curriculum. There will be regular communication between the Senior Leader responsible for PSHE and teachers to support and monitor its delivery. Pupils may also receive stand-alone sex education sessions delivered by our School Nurse. Sometimes we may use other health professionals to supplement our curriculum offer. This will be age-appropriate.

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, see Appendices 1, 2 and 3.

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).

Some aspects of the RSE curriculum are also covered through our Collective Worship Provision. Again, all resources are age appropriate and are used under the direction of Senior Leaders and at the discretion of Form Tutors.

## **Groupings**

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent. It will be left to the management/teacher's discretion to make these decisions.

## **Training**

Staff are trained on the delivery of RSE as necessary.

Senior Leaders may also invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching RSE.

The School Nurse may also deliver sessions to students and/or staff.

As we use the Jigsaw PSHE Programme, we also have access to a range of online resources and training to support staff in their delivery of PSHE topics.

## **Accessibility for all**

Relationships Education, RSE and Health Education will be accessible for all pupils. At St George's School we pride ourselves in our individual approach to education. Teachers will always plan lessons that are appropriate to the needs of the students in their classroom and lessons/resources will be adapted accordingly. LSAs and Specialist Teaching staff will support vulnerable pupils as and when needed and due care will be taken when delivering key topics.

The SEND Department will be consulted on individual students and the specific needs or provisions that must be made in light of EHCPs.

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment. Teaching will take into account the ability, age-readiness and cultural background of students in order that all students can access the PSHE curriculum. We actively promote social learning in PSHE lessons and across the School. We expect our students to show a high regard for the needs of others as encompassed in our school values. We will use PSHE education as a vehicle to address diversity and equality for all.

## **Parents' Right to Withdraw**

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE.

The school ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; made aware of the school's PSHE curriculum; and encourage them to support their child is learning at home through shared learning activities, if appropriate.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. Requests for withdrawal should be put in writing and addressed to the headteacher. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Once a student is three terms away from their sixteenth birthday they have a right to receive sex education rather than be withdrawn. Where this is the case we will make arrangements to provide them with sex education during one of those terms.

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

## **Roles and Responsibilities**

### **The Board of Trustees**

The Board of Trustees will approve the RSE policy, and hold the headmaster to account for its implementation.

### **The Headmaster**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from specific aspects of the curriculum.

### **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 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 headmaster at the earliest opportunity.

### **Pupils**

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

### **Monitoring Arrangements**

The delivery of RSE is monitored by Miss K Perks – Senior Leader Teaching and Learning through:

- Learning walks
- Work scrutinies
- Planning
- Student feedback
- Meetings with staff

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. The Jigsaw Programme has an in-built assessment system and this will be used to gauge progress.

The Senior Leader – Teaching and Learning will evaluate the RSE programme periodically (in line with the monitoring arrangements above) and make changes as and when necessary.

### **Links with other policies**

This policy links to the following policies and procedures:

- PSHE policy
- Safeguarding policy

This policy will be reviewed annually by Senior Leader - Teaching and Learning and Upper School SLT.

Ratified by Board of Trustees.

**To be reviewed July 2022  
or as and when statutory guidance / legislation changes**