



DAME ALLAN'S SENIOR SCHOOLS RELATIONSHIPS AND SEX EDUCATION POLICY

In accordance with the Dame Allan's Schools' ethos we aim to deliver a relationships and sex education (RSE) programme to all our young people within a caring and informative framework as an integral part of our PSHE curriculum.

1. Aims of RSE

RSE at Dame Allan's seeks to contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and in society and to prepare pupils for the opportunities, responsibilities and experiences of adult life.

We aim:

- To encourage personal and moral responsibility in all forms of behaviour;
- To encourage self-esteem;
- To encourage respect and consideration for others;
- To provide support and information for young people and their parents.

The aim of this policy is to communicate clearly to governors, staff, parents and pupils the manner in which RSE will be delivered. It was produced by the PSHE Co-ordinator in consultation with the Senior Leadership Team, Governors and the School Nurse.

2. Values and beliefs

As well as acquiring knowledge and information, pupils will be encouraged to consider the importance of the following values, which are derived from the Schools' value system:

- Respecting and valuing themselves and others;

- Understanding and sensitivity towards the needs and views of others;
- Maintaining sound moral standards with regards to relationships.
- Responsibility to the Schools, their family and the wider community.

3. Roles and Responsibilities

Governors

The Governors are responsible for the RSE policy at Dame Allan's Schools and monitoring its implementation and use.

Principal

It is the responsibility of the Principal to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Principal ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Principal monitors this policy on a regular basis and reports to the Governors, when requested, on the effectiveness of the policy.

PSHE Co-ordinator

The RSE programme will be led by the PSHE Co-ordinator and be overseen by their line manager, the Vice Principal. The PSHE Co-ordinator will be responsible for

- Developing and coordinating curriculum
- Coordinating appropriate visitors
- Liaising with the senior leadership, support staff and pastoral teams and students to ensure that RSE reflects the needs of all students.

Staff

Staff may be asked to deliver RSE, in accordance with statutory guidelines and the Schools' policy and curriculum. Staff have a responsibility to ensure all students are aware of their rights and responsibilities.

- All staff receive safeguarding training and regular updates as set out in the School's safeguarding policy;
- Staff will respond to any disclosures by or concerning a pupil according to the School's safeguarding policy;
- Any visitors or volunteers involved in the delivery of RSE are given information on safeguarding our pupils when they arrive in school and will follow the procedures set

out in the leaflet. All visitors and outside agencies will be assessed in accordance with government guidance on the appropriateness of visitors into school;

- Staff will be kept up to date with guidance and statutory instructions from government regarding the Relationships and Sex Education curriculum.

Parents and carers

RSE starts in the home. The Principal and the Schools' governing body shall aim to ensure that the RSE programme reflects the parents' wishes and the community they serve. RSE is co-ordinated by the PSHE Co-ordinator and delivered through planned aspects within Science, PSHE and Religious Studies, though moral and ethical issues may be addressed when they arise from apparently unrelated topics. The Schools' Nurse also has a part to play in delivering RSE and will abide by this policy.

We will:

- Inform parents about the Schools' RSE policy and practice;
- Answer any questions that parents may have about the RSE of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the Schools.

Under the Department for Education statutory guidance 2018 (which will come into effect in 2020), parents / carers have the right to withdraw their children from non-statutory RSE that is not part of the National Curriculum. Parents wishing to exercise that right are asked to make an appointment to meet the PSHE co-ordinator to discuss the issues but they are under no obligation to do so. A letter must be sent to the Schools from the parents / carers requesting the withdrawal of their child from this part of the curriculum. A pupil is excused from RSE until the parental request for this to happen is withdrawn, unless or to the extent that the Principal considers that the pupil should not be so excused. The child can opt themselves in to receive RSE when they reach three terms before their 16th birthday.

4. Legislation (statutory regulations and guidance)

Under the revised DfE statutory guidance 2018, we are required to teach RSE as part of the PSHE and science curriculum. All DfE advisory guidance is also considered when creating the RSE curriculum.

This RSE policy supports the Schools' Anti-Bullying policy, First Aid Policy, Safeguarding Policy, Curriculum policy, Equal Opportunities policy and other policies available on our website and in written format.

Documents that inform the school's RSE policy include:

- [Education Act \(1996\)](#)
- [Learning and Skills Act \(2000\)](#)
- [Education and Inspections Act \(2006\)](#)
- [Equality Act \(2010\)](#)
- [Supplementary Guidance SRE for the 21st century \(2014\)](#)
- [Keeping Children Safe in Education \(2018\)](#)
- [Keeping Children Safe in Education \(2020\)](#)
- [Children and Social Work Act \(2017\)](#)
- [Education Act 2002](#)
- [Plan your RSE and Health Curriculum \(guidance 2020\)](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers \(2019\)](#)

5. Safe and Effective Practice

An overview of the learning in each year group can be found by contacting the PSHE Co-ordinator via the school reception.

In all lessons, which address RSE issues, the following ground rules will be followed:

- No-one (teacher or pupil) will have to answer a personal question;
- No-one will be forced to take part in a discussion;
- Only the correct names for body parts will be used; and
- Meanings of words will be explained in a sensible and factual way.

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. If a pupil asks a question that suggests the pupil needs further support, the teacher will refer her or him to the form tutor or appropriate pastoral head. The pastoral head may consult, or encourage the pupil to consult, others such as the Schools' counsellor, nurse or a helpline or other outside agency or service. If a question suggests that a child's safety may be at risk, the matter will be reported to the Schools' Designated Safeguarding Lead in accordance with the Schools' policy on Safeguarding.

A wide range of resources for RSE teaching is available to teachers through the PSHE Co-ordinator. All teaching and materials will have regard to the age and cultural background of the pupils concerned.

To deliver a comprehensive RSE programme in line with legislation and guidance from professional bodies such as the PSHE Association. Relationships and RSE will adopt the following recommendations made in the Department for Education's guidance ['Relationships and Sex Education and Personal, Social, Health and Economic Education'](#)

Students will learn

- About different types of relationships, including friendships, family relationships, dealing with strangers and intimate relationships;
- 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, as well as how to recognise unhealthy relationships and where to go for help and advice;
- How relationships may affect health and wellbeing, including mental health;
- About healthy relationships and safety online;
- Factual knowledge about sex, sexual health and sexuality, within the context of relationships;
- The legal, social and health impacts of Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE).

6. Monitoring.

- a) RSE will be monitored by the PSHE co-ordinator, who will liaise with the Heads of the Lower and Middle Schools in DABS and DAGS and the Head of Sixth Form.
- b) RSE will be monitored by the link governor who will attend various PSHE classes throughout the year.
- c) The full policy will be made available to all parents through the Schools' website.
- d) This policy will be reviewed regularly, the next review will take place in 2021.