Relationships & Sex Education

ST ANDREW'S COLLEGE POLICY DOCUMENT	
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Contents

1. Aims
2. Statutory requirements
3. Policy development
4. Definition
5. Delivery of RSE
6. Roles and responsibilities
7. Parents' right to withdraw
8. Training
9. Monitoring arrangements

1. Aims

The aims of relationship 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

2. Statutory requirements

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 403 of the Education Act 1996 and Section 80A of the Education Act 2002

At St. Andrew's College Cambridge we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy
4. Pupil consultation – we investigated what pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified by the principal.

4. 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.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) 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

These skills are taught within the context of family life.

6. Roles and responsibilities

6.1 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 7).

6.2 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 principal.

6.4 Students

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

7. Parents' right to withdraw

Parents' have the right to withdraw their children from sex education within RSE only. Requests for withdrawal should be put in writing and addressed to the principal. A copy of withdrawal requests will be placed in the pupil's educational record. The principal will discuss the request with parents and take appropriate action.
Alternative work will be given to pupils who are withdrawn from RSE.

8. Training

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

9. Monitoring arrangements

The delivery of RSE is monitored by the Principal through:
Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Wayne Marshall (Principal) annually. At every review, the policy will be approved by the Principal.

This policy should be read in conjunction with the following policies:
Anti-bullying and harrassment
Disciplinary Procedure
Equality
Online Safety
PSHE
Safeguarding
Staff Code of Practice
Student Code of Practice

Next review: August 2021.