



Relationship & Sex Education Policy

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| Purpose: | To inform all Tabernacle School staff of the Relationship & Sex Education Policy |
| Approval Body: | The Trustees of Tabernacle School |
| LT Lead Person: | Mrs P. A Wilson, Principal |
| Lead Trustee for Policy: | Ms Shaw, PSHE Lead Teacher |
| Date of Approval: | April 2021 |
| Proposed Review Date: | April 2023 |

Introduction

At Tabernacle School we are committed to developing students holistically, encompassing the whole child: spirit, soul, and body by providing a broad balanced curriculum and challenging learning experiences.

Students are affirmed so that they can believe in themselves and each other in an environment of love, understanding, and respect for all within and outside of the school community, irrespective of differences. We encourage curiosity and seek for our students to be cogent thinkers, knowledge seekers, and confident speakers.

From our Preschool to Year 11, we want our students to develop into responsible citizens, who enrich every environment they encounter with the values they have learnt from their time in Tabernacle School of:

- Love
- Compassion
- Forgiveness
- Dignity
- Justice
- Responsibility
- Endurance
- Servitude
- Respect

1. RSE Policy Vision

In Matthew 22:39 Jesus says; 'You shall love your neighbour as yourself'. This is the greatest commandment and the foundation of the Christian view of relationships. Our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Tabernacle School focuses on the importance of relationships and the qualities and character

needed to sustain the best relationships that honour each other whether within a friendship, family relationship or intimate relationship.

1. Aims

The aims of Relationships and Sex Education (RSE) at Tabernacle School are to enable pupils to learn based on Christian principles, including the importance of marriage and lifelong commitments. They learn about:

- different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers and keeping themselves safe
- 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;
- Create a positive culture around issues of sexuality and relationship and,
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships
- to know how to 'love your neighbour' even when we might disagree.

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 leading by example.

2. Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

3. Definition

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe. Sex Education is a programme of work that covers romantic relationships, sexual health, contraception linking to our Science Curriculum (for secondary students), which covers Human Reproduction.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco. 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.

4. Delivery of RSE

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

Across all Key Stages, pupils 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

5. Pupils with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all pupils at Tabernacle School. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships Education can also be a priority for some pupils, for example some with social, emotional and mental health needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

6. Roles and Responsibilities

6.1 The Trustees board

The Trustees board will approve the RSE policy and hold the Principal to account for its implementation. The Trustees will monitor pupil progress to ensure that pupils achieve expected outcomes, and ensure that the school fulfils its legal obligations.

6.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school and to ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;
- The school works with parents/carers when planning and delivering RSE to pupils.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.
- Requests to withdraw pupils from non-statutory components of RSE are managed effectively..

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE; addressing issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE
- underpin the teaching of 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
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

Training:

Staff are trained on the delivery of RSE.

The Principal may invite visitors to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the ethos of the school. 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 Parents/ Carers

The school acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSE;
- Encouraged to participate in the development of Relationships Education and RSE;
- Able to discuss any concerns directly with the school.

6.5 Pupils

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.

7. Curriculum links

Tabernacle School seeks opportunities to implement and draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning. RSE and health education will be linked to the following subjects:

- **Whole School Assemblies/ Devotion, Current Affairs, Debate, Character Training** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **P.E** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

8. Parents' right to withdraw

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

Parents will be notified, invited to participate in the process, and to work in partnership with the school on the delivery of RSE.

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.

Appropriate alternative work will be given to pupils who are withdrawn from RSE. Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

9. Dealing with Difficult questions/situations:

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the children's age and pace of their maturation. Our school has decided not to teach about or answer questions on oral sex, masturbation, or about forms of sexual intercourse including homosexual practices or foreplay.

10. Monitoring arrangements

The delivery of RSE is monitored by the Principal through learning walks, lesson observation and student voice.

This policy will be reviewed every two years. At every review, the policy will be approved by the trustee body.