

Relationships and Sex Education Policy



Name of School	Adagio School of Performing Arts
Policy review Date	October 2021*
Date of next Review	October 2022
Who reviewed this policy?	Bronwen Patching
Shared with staff	TBA

Aims

The aims of relationships and sex education (RSE) at Adagio School of Performing Arts are to:

Provide a framework in which sensitive discussions can take place Ensure that every student is provided with RSE, except for those excused.

Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Help students develop feelings of self-respect, confidence and empathy Create a positive culture around issues of sexuality and relationships

Teach students the correct vocabulary to describe themselves and their bodies

Ensure that key issues related to sexuality are not taught in isolation but in part of a broader context and scheme of work.

To support the school behaviour policy.

To share and review the schools' approach to RSE with the staff, students and parents before any planned change.

To make the policy available via the school website which is reviewed annually or before if there are any further recommendations.

Definition RSE is about the emotional, social and cultural development of students, 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 importantly makes the distinction between the physical action of sexual activity and the emotional relationship that comes with it. RSE is not about the promotion of sexual activity.

Statutory requirements All English schools are required to adhere to the statutory requirements in relation to Relationships and Sex Education (RSE). As an independent secondary school we must provide Relationships Education to all students as stated in the 'Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019', included in section 34 and 35 of the 'Children and Social Work Act 2017' from September 2020. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. At ASOPA we teach RSE as set out in this policy.

Delivery of RSE RSE is taught within the Personal Social and Health Education programme.

This includes social, health and economic education curriculum as well as careers. Students are typically taught by the tutors during their weekly PSHE lesson, although this depends on the topic and the age of the students.

Students also receive specific sex education sessions delivered by trained health professionals.

Speakers from the local sexual health clinic deliver sessions and our ASOPA team are qualified to deliver sessions on puberty, sexual health and hygiene.

Sessions are scheduled to be delivered at age appropriate points and at times.

The aim is that the curriculum content is delivered in a non-judgemental and factual way which allows for students to ask questions, either as a part of a group or through anonymous means such as question boxes.

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 and 2. 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). Biological aspects of RSE are also taught within the science curriculum by specialist staff. Other aspects such as families, different types of relationships and marriage, divorce and IVF treatment. are included in Beliefs and Values and Global Perspectives. Aspects can be covered within collects and tutor time activities. The religious background of all students will be taken into account and activities planned accordingly to ensure all content is handled sensitively and appropriately.

Policy development

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

1. Review – local and national information was collated and reviewed.
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. Student consultation – we investigated what exactly students want from their RSE through tutor time.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Curriculum

This is an overview and a further working document is used for specific year groups to schedule individual lessons. These are reviewed and adapted regularly based on feedback from students and staff. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

The RSE and PSHE curriculum complements the whole school approach to student well-being and links to the school's other policies such as behaviour, bullying and safeguarding. In addition, ASOPA's ethos encourage students to develop into kind and tolerant young people.

The emphasis on simplicity, truth, respect, integrity, peace, equality and sustainability link closely to many of the topics we cover in PSHE and RSE in addition to tutor tasks and collects. Roles and responsibilities

The Governing Board

The governing board will approve the RSE policy and hold the Principal to account for its implementation.

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/nonscience components of RSE.

Leadership and Overview

The Principal will lead on PSHE and RSE. Specific time is allocated throughout the week for the monitoring, planning and disseminating of information.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE
 - Monitoring progress
 - Responding to the needs of individual students
 - Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science 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. Staff who will be delivering RSE lessons are trained professionals.

Students

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

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Students cannot be withdrawn from relationships education which includes topics such as friendship, settling in, different types of relationships and families. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Principal. A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Principal 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 and to review teaching resources.

Monitoring arrangements

The delivery of RSE is monitored by the Principal through:

Line Management, learning walks, observations, student feedback and forums. Students' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by a member of SLT annually. At every review, the policy will be approved by the governing body and the Head Teacher.