

HUGH SEXEY CHURCH OF ENGLAND MIDDLE SCHOOL



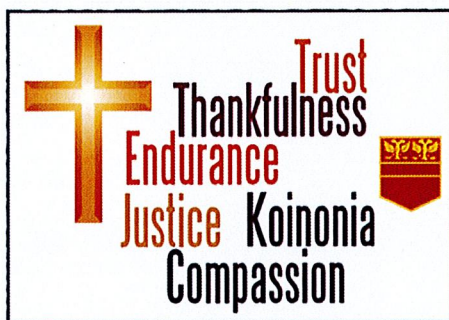
RELATIONSHIPS AND SEX EDUCATION and HEALTH EDUCATION POLICY

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School

Vision

At Hugh Sexey Church of England Middle School, we strive to create a caring Christian community, where diversity is celebrated, and all are empowered to achieve their full potential.

Living out our core Christian values, we aim to provide a happy, fair, and safe environment, to enable our children to be reflective, confident, and open-minded global citizens of the future.



Date	Review Date	Coordinator	Nominated Governor
April 2022	August 2025	Roberta Adair	Sue Moreman

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We believe this policy should be a working document that is currently fit for purpose and enables consistency and quality across the school. The policy relates to the following legislation:

- Relationships and Sex Education and Health Education 2019 (DfE (Department for Education))
- Education Act 2011
- Equality Act 2010: Advice for Schools (DfE)

Vision and Values

The following policy is reflective of our deeply held Christian Vision and Values

Vision

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Values

Our core Christian values of Thankfulness, Justice, Endurance, Compassion, Koinonia and Trust underpin all that we strive to be and to achieve

Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary, Middle, Secondary and All-Through schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance is mandatory from September 2020.

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.

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Policy Development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers of Hugh Sexey pupils were invited to attend a meeting about content delivered. All parental feedback is considered for future policy and content.
- Pupil consultation – we investigated what exactly pupils want from their RSE (RELATIONSHIPS AND SEX EDUCATION)
- Ratification – once amendments were made, the policy was shared with governors and ratified.

Rationale

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. It is about the understanding of the importance of stable, loving, and non-exploitative relationships, family life and the values of respect, love, and care. RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Aims

- To develop self-respect and respect, empathy, and consideration for others.
- To enable pupils to understand their own and others' physical, emotional, social, and intellectual development.
- To learn about human sexuality, reproduction, and sexual health
- To learn to manage emotions and relationships confidently and sensitively
- To learn about staying safe and building positive relationships and behaviours online
- To prepare pupils for the challenges and responsibilities which sexual maturity brings.
- To learn the value of family life in all its forms and the importance of stable and loving relationships for the nurture of children.
- To enable pupils to develop knowledge understanding and critical thinking to facilitate personal decision making.
- To learn to make choices based on an understanding of difference and with an absence of prejudice.
- To learn how to manage conflict.
- To learn how to recognise and avoid exploitation and abuse.
- To inform pupils where they can go for further advice.

Procedures and Practice

The RSE programme is delivered through PSHE lessons, with additional contributions made by other Core and Foundation subjects. It is appropriate to the age and development of the pupils.

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Staff who deliver the RSE programme are appropriately trained and foster an environment where questions can be asked and answered without embarrassment.

The overview and co-ordination of the taught curriculum is the responsibility of the Faculty Leader for Social Studies

Parents/carers who wish their child to be wholly or partly withdrawn from the elements of the sex education programme, which go beyond the national curriculum requirements in science must write to the Headteacher. (From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum). On request, materials used to deliver the RSE programme can be made available to parents/carers

Hugh Sexey Church of England Middle School has a strong pastoral team of tutors and Pastoral Leads who support pupils with friendship and other day-to-day relationship or personal issues, including those that arise from PSHE lessons.

Hugh Sexey Church of England Middle School has a Designated Safeguarding Lead and Deputy Leads who work closely with the pastoral team and appropriate outside agencies and provide additional support as needed where specific issues or experiences disclosed during the study of PSHE/RSE arise.

Raising Awareness of this Policy

Training

Hugh Sexey Church of England Middle School will.

- ensure all members of the school have access to this policy.
- provide training on this policy to staff members who request it.
- make teachers of PSHE and tutors explicitly aware of Religion and Sex Education and Health Education Policy updates.
- ensure this document is provided to all new staff members through the induction process.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

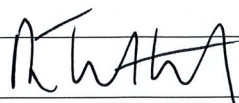
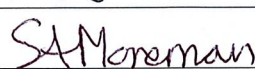
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A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

We believe this school policy:

- is an essential part of the school.
- supports staff in managing planning;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates.
- provides a roadmap for day-to-day operations.
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them.
- stems from the school's vision and objectives which are formed in strategic management meetings.

Headteacher:		Date:	6/6/22
Chair of Governing Body:		Date:	6/6/22