



Relationship and Sexual Education Policy

Governors' Committee Responsible	TAS Board of Governors
Status	
Review Cycle	Annual
Version	v1.1 – Hareen Wasantha (19/07/2020) v1.0 – Adam Corres (15/12/2019)
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Date of next review	18/07/2021

1. Scope

Relationships and sex education (RSE) is a programme intended to educate pupils about the physical, emotional and social aspects of healthy relationships, human sexuality and sexual health. The School's governing officers interpret sex education to mean puberty, conception, reproduction and birth.

1.1 Relationships

This component comprises interpersonal family relationships, friendships, intimate and committed relationships, safety around interaction in person and online with strangers. It teaches how to recognise when someone is in a healthy or unhealthy relationship, how to respect others' boundaries and consent, the importance of self-respect, dealing with conflict; and building an objective tolerance for different kinds of relationships in society.

1.2 Human sexuality and maintaining good health

This component discusses positive and negative ways in which relationships may affect physical and mental health. Matters of sexuality and health are taught objectively and factually, set in the context of relationships.

1.3 Life-long learning

- Attitudes
- Values
- Personal care and health skills
- Social skills

2. Statutory Compliance

2.1 Legal framework

This policy complies with the [Education Act 1996](#), Parliamentary Briefing Paper no. 06103 (11 July 2019) on Relationships and Sex Education in Schools (England), the [guidance](#) for secondary education issued by the Secretary of State (February 2019) as outlined in section 403 of the Education Act, the [Equality Act 2010](#) (incl. 2019 draft changes to Part 6, Education) and the National Curriculum S2.1 requirement to deliver a broad and balanced curriculum.

2.2 Required topics

In September 2019 it became a statutory requirement for all secondary schools in the UK to teach relationships education, relationships and sex education, personal, social, health and economic education, otherwise known as RSE. Mandatory topics to be taught are puberty, reproduction and birth. An optional although usual topic is conception. This teaching may be delivered either within the Personal, Social, Health and Economic Education (PSHEE) curriculum or under the National Curriculum for Science.

2.3 Conception

The statutory guidance places an obligation on the education provider to ensure pupils know how conception occurs, i.e. sexual intercourse before and until an egg and sperm fuse (reproduction).

2.4 Diversity

The statutory guidance states that it is mandatory for the RSE programme to include the different family lifestyle options, including LGBT parents.

2.5 Equality and ending discrimination

Although TAS is not a public sector (state) education provision, the School voluntarily complies with the public sector equality duty established for the majority of schools under the Equality Act, directing education institutions to make progress toward the elimination of discrimination and to compliment this with the promotion of equality in everyday processes, policies and curriculum.

3. Delivery Relationship & Sexual Education

3.1 Inclusivity

RSE is an inclusive programme, designed in collaboration with the SENDCO and Designated Safeguarding Lead to assure due care and attention is given to the educational requirements of everyone including SEND students.

3.2 Impartiality and the avoidance of bias

RSE does not promote one form or orientation or lifestyle choice over another. It also includes no assumptions about the orientation or identities of students receiving this factually-based learning, so the information provided is intended to be equally valid for all.

3.3 Bullying

Any form of bullying or harassment, whether connected to the delivery of the RSE programme or not, will be processed in accordance with the TAS Anti-Bullying Policy.

3.4 Reflection

Teaching staff delivering the RSE course will reflect on the teaching, how it has been received and understood, at the end of each programme. Pupils will have the opportunity to reflect on their learning through discussion following the class with the teacher, in confidence if requested.

4. Roles and Responsibilities

4.1 Teaching lead and oversight

The RSE programme, as approved by the TAS Board of Governors, will be delivered by an appropriately qualified teaching professional(s) in conjunction with the Safeguarding Lead and SENCO. The delivery and appropriateness of the programme will be overseen at all times by the Head Teacher.

4.2 Appropriateness

The range of teaching strategies and schemes of work used to deliver the programme will be appropriate, impartial and compatible with the School's commitment to diversity.

4.3 Counselling

In the event that RSE education raises significant issues for individual pupils who may benefit from the involvement of external counselling, the School will take the child's wishes into account before communicating the issue and discussing available options with their family.

4.4 Safeguarding

The delivery of a national RSE programme will occasionally prompt a safeguarding disclosure. If this occurs, the School will follow an established course of action detailed in the TAS Safeguarding Policy.

5. Consultation and the Right to Withdraw

5.1 Consultation

Parents, carers and guardians will be invited to attend a two-way conversation hosted by the school on the topics and delivery of the RSE programme. The School will carefully consider issues raised by parents, carers and guardians and draw on this feedback to review and improve its RSE policy and teaching provision.

5.2 Withdrawal

The provision of RSE by the School is mandatory but attendance is only mandatory for certain basic components. Parents, carers and guardians will be informed in advance of their legal right to withdraw their child from RSE classes if they so wish. Requests to withdraw from RSE

should be put in writing and addressed to the Head Teacher. Requests to withdraw will be placed on the pupil's education record. In the circumstance that a pupil has been withdrawn from the RSE programme, alternative teaching or assignments may be provided at the discretion of the Head Teacher.

6. Quality Assurance and Review

6.1 Revision

This policy will be reviewed annually as part of the School's quality assurance cycle, or more often if affected by changes in legislation or advice on interpretation for educational establishments.