



Policy for Relationships and Education (RSE)

Our plan for education to understand the world and change it for the better	
CURRICULUM Who we are	<p>Thomas Tallis is a creative comprehensive school committed to a broad and balanced entitlement curriculum. Evidence informed, we use excellent teaching, data, and CPD to build quality, fairness and success for our young people for the long term. Literacy and numeracy across the curriculum enhance progress for everyone. Research and development focuses our thinking and improves our teaching and learning. We scrutinise our achievements and seek to improve them for all of our children. Our Habits of persistence, discipline, imagination, inquisitiveness and collaboration permeate everything we do. All our achievement and curriculum plans are based on this.</p>
INCLUSION What we do	<p>Inclusive Tallis enables our young people to understand themselves in a happy community characterised by positive peer pressure. Decision-making humanely balances the needs of individuals in community: we look for creative solutions to problems. We use feedback in all aspects of our life to develop young people's independence and improve our service. Our character values, which help develop character for learning as well as personal development are fairness, honesty, kindness, respect and optimism. They permeate everything we do. All our inclusion plans are based on this.</p>
COMMUNITY How we work	<p>Community Tallis aims to commission, sustain and model the best possible context for our students and our school to learn and grow, seeking enrichment and cultural capital for all our students. We know, understand and work with our community inside and outside school. We work in a national context with local knowledge of how students and staff flourish. We are committed to sharing and collaborating with other schools for the common good. Governors support our strengths and challenge strategically. Our community framework of connecting, communicating and collaborating permeates everything we do. All of our community and resourcing plans are based on this.</p>

Michelle Springer
Governors: Inclusion
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Rationale

At Thomas Tallis we believe in the right of all students to be able to express themselves freely and safely, in an environment that encourages positive self-image within supportive relationships. We aim to provide students with the knowledge, skills and values they will need to make healthy, safe and informative choices for their personal well-being both now and in the future.

The RSE programme will be delivered as part of the school's approach to national requirements for PSHE, Citizenship and SMSC. The guidance offered will not support any particular view but rather offer a broad and balanced programme that sets out the range of different viewpoints and choices available to young people. This will be based on impartial

scientific information and legislation where appropriate. Lessons will focus on ensuring that pupils have the access to the learning they need to stay safe, healthy and understand their rights as individuals. This programme conforms to “the Government’s ambition to support all young people to stay safe and prepare for life in modern Britain” (Department for Education, “Policy Statement: Relationships Education, Relationships and Sex Education and Personal, Social, Health and Economic Education” March 2017).

We believe that it is important to address this area of the curriculum because young people have an entitlement to learning that will enable them to live safe, fulfilled and healthy lives. In addition, this programme makes an important contribution to the safeguarding of children and young people by addressing specific national and local health priorities and equipping them with the language and knowledge to be able to keep themselves safe.

Definition

We continue to use the DfEE (now DfE) definition of sex and relationships education; ‘It is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health’ (DfEE ‘Sex and Relationship Guidance’, 2000). The current terminology has been changed from ‘Sex and Relationships Education’ to ‘Relationships and Sex Education’ in recognition of the foundational importance of positive and healthy relationships to the understanding of sex education. This change in terminology is reflected in the government’s most recent guidance (Department for Education, “Policy Statement: Relationships Education, Relationships and Sex Education and Personal, Social, Health and Economic Education” March 2017) outlining the statutory duty on schools to provide this aspect of the curriculum.

Aims of RSE

At Thomas Tallis School the aims of the RSE programme are:

- To provide accurate and age-appropriate information about, and understanding of, RSE issues.
- To dispel myths and misunderstandings.
- To explore a range of attitudes towards RSE issues and to help students to reach their own informed views and choices for a healthier lifestyle.
- To develop respect and care for others.
- To increase students’ self-esteem.
- To develop skills relevant to effective management of relationships and sexual situations.
Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
- To contribute to a reduction in local and national teenage pregnancy figures, sexually transmitted infections and abortion rates.
- To help students develop an awareness of their sexuality and understand human sexuality;
challenge sexism, homophobia and prejudice, and promote equality and diversity.
- To provide knowledge about sources of help and how to access such help if necessary

Morals and Values Framework

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal

parameters. We also believe that students have an entitlement to:

- Age and circumstance appropriate RSE.
- Access to help from trusted adults and advisory services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints and will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

Organisation and Content

Thomas Tallis School addresses RSE through the Science curriculum, PSHCE lessons, Community Days and other co-curricular activities such as specialist theatre workshops, LGBT History Month, the School Based Health Centre and the use of the School Nurse.

The most recent guidance suggests that RSE will focus on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- 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; and
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.

The school's approach to RSE consists of:

1. The taught National Curriculum Science Programme of Study.
2. RSE modules within each Key Stage delivered within a planned programme of personal, social, moral, spiritual, cultural and economic well-being (through discrete lessons in PSHCE, delivered by tutors and external providers including the School Nurse).
3. Pastoral support for students who experience difficulties.
4. Provision of appropriate information through leaflets and books in the library and display of posters
5. Cross-curricular activities such as Community Day and LGBT History Month

Class Agreement

It is expected that each PSHCE class will make a working agreement before any RSE (or other sensitive topics) lesson is taught. This agreement should be made with the students but will also need to include the following elements;

- Use of accepted terminology
- Respect for all
- No personal stories, questions or comments
- Confidentiality (this is limited to young people not 'telling tales' outside of the classroom about what is discussed. It should not be taken to mean that students cannot or should not share factual information with other, such as where the local Sexual Health clinics are, or that teachers can keep information from a student secret – see the section on Safeguarding below)

The School Nurse

The School Nurse works under a different set of guidelines called the Fraser Guidelines. These are that advice and guidance is given and confidentiality is assured (including for under-16s) if it is believed that;

- that the young person understands the advice and has sufficient maturity to understand what is involved
- that the school nurse could not persuade the young person to inform their parents, nor to allow the school nurse to inform them
- that the young person would be very likely to begin, or continue having sexual intercourse with or without contraceptive treatment
- that, without contraceptive advice or treatment, the young person's physical or mental health would suffer
- that it would be in the young person's best interest to give such advice or treatment without parental consent.

The school nurse is able to provide confidential contraceptive and sexual health advice and guidance in response to individual requests, including issuing condoms and providing pregnancy testing. The school nurse is bound by her professional codes of conduct. If a young person under 16 years of age wants to access condoms they are obliged to complete a self-report test to establish level of maturity and understanding and ensure that they are not in any danger, as well as a condom demonstration. However, if the school nurse is contributing to the taught RSE programme he or she must follow this RES Policy and be led by the Head of Guidance.

Parents and Carers

The most powerful RSE is a collaboration between school and home and we are committed to working with parents and carers. Parental views on RSE will be sought through parental forums on this aspect of the curriculum. Parents should be notified of the RSE Programme in a letter home at the start of year 7, outlining the content of the course and where to find further information. RSE lessons and units of work can be made available to parents upon request and are also uploaded to a PSHCE hub which is linked to the school website. Parents have the right to withdraw their children from all or part of the Sex Education provided at school, except for those parts included in the statutory Science National Curriculum. In this event, the school will arrange to meet with parents in the first instance and seek to make alternative arrangements where an agreement to keep the child in class cannot be reached. As outlined in the most recent guidance, there is no right to withdraw students from the relationships aspect of the PSHE Curriculum.

Inclusion

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their particular needs. We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical and educational development. To achieve this the school's approach to RSE will take account of the school's Equalities Policy, along with the following:

The needs of boys as well as girls Girls tend to have greater access to RSE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Religious, ethnic and cultural diversity Different religious, ethnic and cultural groups may have different attitudes to RSE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different religious, ethnic and cultural groups.

Varying home backgrounds We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality Some of our students will define themselves as lesbian, gay, bisexual or Transgender (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of LGBT students. We shall also actively tackle homophobic behaviour.

Special Educational Needs Many of our students will be at significantly varying levels in terms of their understanding of themselves, their bodies and the world around them. In most cases, as an inclusive and comprehensive school, we strive to ensure that all students are supported to work within mainstream classes. However, where appropriate, students with particular needs may have bespoke sessions that are delivered by specialists in their field and appropriate to their developmental stage.

Safeguarding

All RSE lessons, information and guidance are conducted within the school guidelines for Pupil Safeguarding. Where a pupil is believed to be at risk or makes a disclosure to a member of staff or the class staff should follow the procedures within the pastoral system for safeguarding arrangements. All staff have annual training on safeguarding and are reminded of it in RSE training sessions.

Monitoring and Evaluation

Provision for RSE is monitored and reviewed on a regular basis. This is achieved through a combination of;

- Teacher training carried out with Year 7 tutors, new staff and other year groups as required to ensure consistent messages are taught across the school
- Day-to-day monitoring of teaching and learning across the curriculum but particularly within PSHCE lessons and tutorial sessions
- Regular discussions at staff and governors' meetings
- Yearly audit of policies and units of study, including extra-curricular provision and assemblies
- Two-yearly Health Related Behaviour Survey with years 8, 10 and 12 students which is compared with other students across the borough

- Surveys and feedback from external providers

Michelle Springer Jan 2018