

# RSE (Relationships and Sex Education) Policy



**Reviewed: October 2023**  
**Next review: October 2024**

## **The Christian Ethos of Immanuel College**

Immanuel means 'God with us'

We believe that God is with us here at Immanuel College. This belief means that we support the personal, social, health and citizenship development of all students to encourage them to become responsible citizens who are able to make a positive contribution to society.

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### **Aims**

The aims of relationships and sex education (RSE) at our school are to ensure students learn about:

- Different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- 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 around sex, sexual health and sexuality, set firmly within the context of relationships.

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 being the best you can be. SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect and love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **Statutory requirements**

Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSE became statutory in all schools from the summer term 2021.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

### **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 is not about the promotion of sexual activity. We use the definition suggested by the PSHE Association "SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health".

## **Delivery of RSE**

Our guiding principles have been that all of the compulsory subject content must be both age and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents while always with the aim of providing students with the knowledge they need of the law.

RSE is taught within the school's personal, social, health and economic (PSHE) education curriculum (see 'PSHE policy'). Biological aspects of RSE are taught within the science curriculum. Across both Key Stages, students 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

## **Roles and responsibilities**

### **The governing body**

The governing body will approve the RSE policy and hold the head teacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 6).

### **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 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 head teacher.

### **Students**

Students 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.

## **Parents right to withdraw**

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

Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the students' educational record. The head teacher or his appointed representative will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to students who are withdrawn from RSE.

## **Training**

Staff are trained on the delivery of RSE. The school 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 as well as augment delivery of key principles to students.

## **Monitoring arrangements**

The delivery of RSE is monitored by the school through the Quality Assurance programme of learning walks, lesson observation and student and staff voice as detailed in the school calendar.

This policy will be reviewed every year. At every review, the policy will be approved by the governing body.

## **Links to other policies**

This policy links to the PSHE policy, the Safeguarding and Child Protection policy, anti-bullying/behaviour policy, Equality policy and e-safety policy.

Our provision of SRE is part of our approach to support the health and wellbeing of students.