



Sex and Relationships Policy

PURPOSE

This policy provides a detailed description of the responsibilities for staff and governors involved in delivering Relationships and Sex Education (RSE) in school. It complies with statutory requirements for RSE Education for schools in England. This policy should be published on school websites as part of the statutory requirement.

Date of last review:	May 2021	Author:	Deputy Headteacher/s
Date of next review:	September 2022	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Management team
School:	Ark Greenwich Free School	Key Contact Name:	Deputy Headteacher in Charge of Pastoral
Key Contact Email:	info@arkgreenwich.org	Key Contact Phone:	N/A

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input checked="" type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Relationships and Sex Education

Named personnel with delegated responsibility for RSE:

Role	Delegated Person	Contact Details
Deputy Headteacher	Mr D. MacPherson	dmacpherson@arkgreenwich.org
Deputy Headteacher	Ms S. Reddy	SReddy@arkgreenwich.org
Assistant Headteacher – SENCO & Safeguarding	Ms V. Gainey	vgainy@arkgreenwich.org
Assistant Headteacher – Teacher Development	Mr D Clarke	dclarke@arkgreenwich.org

Intent

1. To promote *ambition* by:
 - a. equipping scholars with the knowledge, skills and character traits required for them to realise their goals.
2. To promote personal *growth* by:
 - a. providing scholars with relationships, sex and health education that has a positive impact on self esteem and enables our scholars to have positive views of relationships, sexuality and sex;
 - b. Ensuring scholars make safe choices in the physical and online world and know how to respond if they become unsafe;
 - c. ensuring scholars form positive beliefs, values and attitudes.
3. To promote *fellowship* by:
 - a. embedding a culture of personal and mutual acceptance and respect;
 - b. ensuring scholars develop a view of the world that reflects the diverse society in which we live and that is representative of all faiths and none.
4. To promote *scholarship* by:
 - a. ensuring all scholars have access to age appropriate information free from stereotyping or discrimination that enables them to realise their goals.

Development of the Policy:

The school's approach to the delivery of relationships, sex and health education was informed by:

- Department for Education guidance on the teaching of relationships and sex education and health education 2019 [here](#);
- Keeping Children Safe in Education, 2021, [here](#)
- Government Guidance on sexual violence and sexual harassment between children in schools and colleges, 2018, [here](#)
- Student voice activities following the UK Government review into sexual abuse in schools, 2021
- The School's strategy for the prevention of and response to peer on peer sexual violence and harassment, 2021
- Feedback from parents, following an initial consultation in the academic year 2019-2020
- Further consultation with parents in the academic year 2020-2021

Definition of relationships and sex education:

Based on the 2019 DfE guidance, AGFS defines relationships and sex education as:

- Knowledge of the range of relationships that exist, how these are formed and their role in the development of long-term happiness;
- Knowledge and skills required to build and sustain respectful relationships, free of stereotypes, including friendships, intimate and sexual relationships and sexual health;
- Knowledge and skills required to stay safe online;
- Knowledge of the Law related to sex, relationships and young people.

Implementation

The UK Government outlines the subject content for relationships, sex and health education [here](#).

Relationships, sex and health education are delivered through the following aspects of school life.

1. Character education programme, including family dining and tutor time.
2. The academic curriculum
3. Drop Down Days

All teachers play a role in implementing this policy through their role as:

- Subject teacher
- Form tutor
- Family dining lead

- Assembly lead
- Drop Down Day facilitator

Where appropriate, external specialist providers visit the school to deliver age-appropriate sessions.

To see an overview of where and when each area is delivered can be found [here](#).

As part of the delivery of all sessions, adaptations are made for scholars with additional needs so that all scholars can access the sessions. Typical adaptations include:

- Additional scaffolding where complex issues are discussed.
- Additional in-class checks for understanding of SEN students.
- Where scholars have Education, Health and Care Plans, adaptations to sessions are made in line with their SEN provision, for example through the use of social stories and PECS.

Partnership with parents and carers:

At AGFS, RSE is designed to support and complement the role of parents/carers who have the prime responsibility for their child's relationship and sex education.

Parents have the right to request to be withdrawn from some or all of the sex education delivered as part of this policy. Where parents wish to exercise this right, they should write to Deputy Headteacher, Dan MacPherson, via info@arkgreenwich.org. Upon receipt of this request, a discussion with parents and, as appropriate, the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum will be booked.

Withdrawal from sex education will then be implemented up to and until three terms before the child turns 16. After this point, the decision to receive sex education falls on the scholar who can decide if they wish to continue to be withdrawn. If the child chooses to partake in the complete curriculum from this point on, the school will ensure that they receive a catch-up programme in their final terms.

There is no right to withdraw from Relationships Education or Health Education.

Responding to sensitive issues:

AGFS is clear that teachers should respond to all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences.

The school expects teachers to use their professional judgment and discretion when faced with, or answering, questions which they deem to be of a sensitive nature, for example homosexuality, contraception or sexually transmitted infections.

The following ground rules have been established to ensure that communication about sex and relationships is clear, consistent and unambiguous:

- Teachers should not enter into discussions about personal issues and lifestyles.
- No pupil or member of staff is expected to ask or answer questions about their life.
- Nobody is forced to take part in discussions.
- In discussions, teachers will promote the knowledge and use of accepted names of body parts. These will be the biological terms.
- Meanings of words are explained in a sensible and factual way.

Impact

In student voice activities, all scholars either 'agree' or 'strongly agree' that:

- Staff at AGFS listen to me and take my concerns or worries seriously;
- I know what types of behaviour are acceptable at AGFS;
- I am confident that if I have experienced any incidents of bullying and report it, AGFS would deal with it robustly;
- AGFS operates a zero-tolerance policy towards all forms of discrimination;
- I am confident that if I have experienced any incidents of discrimination and reported it, AGFS would deal with it robustly;
- AGFS operates a zero-tolerance policy towards all forms of sexual harassment;
- I am confident that if I have experienced any incidents of sexual harassment and reported it, AGFS would deal with it robustly;
- AGFS nurtures and promotes personal characteristics that will help me to be successful in life (self-confidence, public speaking, resilience, a growth mindset);
- I feel safe at AGFS;
- I know how to stay safe online;
- Instances of sexual abuse/harassment at AGFS are rare, and are dealt with robustly if they do occur;
- I know how to report a concern if I am worried about bullying, peer on peer abuse, discrimination or sexual harassment;
- I know the legal ages for the social media apps I use.

In parent feedback surveys, all parents report with either 'strongly agree' or 'agree' to the equivalent statements above.