



Relationships and Sex (RSE) Education Policy

Background

Townshend International School offers a curriculum which is balanced and broad based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society as well as prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

The RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, communal and personal identity. It involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Aims

RSE complements other subjects such as Science, Biology, Sociology, GP and PE. It has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school.

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

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Develop confidence in talking, listening and thinking about feelings and relationships
- Create a positive culture around issues of sexuality and relationships
- Allow pupils to understand about the range of relationships, including the importance of family for the care and support of children
- Explore the consequences of their actions and behave responsibly within relationships

- Develop their self-esteem and sense of responsibility
- Teach pupils how they can protect themselves and ask for help and support

We recognize that:

Every child must be free to express their thoughts and opinions and to access all kinds of information

Every child has the right to an education.

Education must develop every child's personality, talents and abilities to the fullest. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Policy development

This policy is a living document, a product of ongoing consultation with staff, pupils and parents. It is envisioned that the in the course of the consultation and policy development process:

1. Review – a member of staff or working group will pull together all relevant up to date information including relevant national and local guidance
2. Staff consultation – members of school staff will be given the opportunity to look at the policy revisions and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties will be invited to make their contribution to the policy, where possible through a meeting about the policy
4. Pupil consultation – the school will investigate what exactly pupils want from their RSE
5. Ratification – once amendments are made to the policy it is shared with governors and ratified

Curriculum

Core themes in our curriculum are set out as per the personal, social, health and

economic (PSHE) education curriculum but we may need to adapt it as and when necessary.

The development of the curriculum is subject to ongoing consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Delivery of Relationships and Sex Education

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RSE are taught within the science curriculum, and other aspects are included in Sociology and Computing/ICT. In addition, many aspects of Relationships education and Health Education are covered within our broader philosophy.

Occasionally single-sex grouping will take place. Pupils with special educational needs and learning difficulties are included in RSE. Where appropriate the contents and delivery of the curriculum will be modified to meet individual needs.

RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them.

Inclusivity

We teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

- We also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

We consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of external organisations and materials

We make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with this policy, the teacher's standards, and any generally accepted international norms (as well as our host country and the UK laws) on equality, human rights and education.
- Only work with external agencies where we have full confidence in the agency,

its approach and the resources it uses

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - o What they're going to say
 - o Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **don't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and responsibilities

The governing body

The governing body will approve the RSE policy and hold the Director and Safeguarding Lead to account for its implementation.

The Director and Safeguarding lead

The Director and Safeguarding Lead are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff

Teachers delivering RSE use a variety of teaching methods including establishing ground rules, being able to answer unexpected questions, using appropriate materials

and encouraging reflection.

Teachers are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils 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 Director.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect, inclusivity and sensitivity in line with our philosophy and ethos.

Confidentiality

Teachers may be party to sensitive information about pupils, some of this perhaps relating to illegal activity. All staff need to be clear about the rules of confidentiality and reporting. The points below clarify matters:

- guidance about who needs to know in particular instances - information about pupils should not be passed on indiscriminately
- that teachers should not offer pupils unconditional confidentiality
- that information about behaviour that is likely to cause harm to pupils or to others must be dealt with in line with the schools Safeguarding procedure and passed on to the appropriate agency
- that teachers should make it clear to pupils that some information needs to be passed on in the pupil's best interest and that they will be informed when this is a necessity
- in the case of illegal activity, action should be taken in the best interests of the pupil - this does not necessarily involve informing the police in every instance
- teachers are not obliged to pass on information about pupils to their parents
- if the teacher believes the pupil is at moral or physical risk or in breach of the law, it is their duty to ensure that the pupil is aware of the risks and encourage them to seek support from their parents where appropriate
- external agencies working with pupils" are made aware of, and abide by, the confidentiality policy (for example, if the visitor is providing individual advice and support directly to pupils, they may be following different guidelines on confidentiality and pupils need to be made aware of this. For instance, school nurses are bound by the medical code of confidentiality in their work with young people).

- teachers should explain and reinforce the need for ground rules in lessons to protect pupils from making inappropriate personal disclosures

Safeguarding Procedures

See Safeguarding policy

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education as:

- It is an important part of our holistic curriculum.
- Townshend International School will continuously strive to ensure that the RSE offered remains balanced and sensitive.
- Parents have the right to constructively participate in a consultation on any of the non-statutory components of sex education within RSE.

Training

Staff is trained on the delivery of RSE and it is included in our continuing professional development calendar.

Monitoring arrangements

The delivery of RSE is monitored by the Director and Safeguarding lead through learning walks, planning meetings and pupil outcome checks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

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This policy is a living document. It is reviewed continuously to keep it up-to-date with statutory and non-statutory guidance and legislation revisions/releases. This policy document is subject to at least one plenary review every three years.

Last Plenary Review Date

Responsible Person

01_2024

V. Williams