



Relationships & Sex Education Policy

Nominated Lead Member of Staff:	Stephen King
Date of Policy:	September 2019
Status & Review Cycle:	Statutory – every two years
Next Review Date:	September 2021

1. Introduction

1.1 This policy sets out how we teach Relationships and Sex Education (RSE) at Manchester Enterprise Academy and has been developed with regard to section 34 of the Children and Social Work Act 2017.

2. Statutory Requirements

2.1 Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSE became statutory in all schools in England from September 2019.

2.2 As a secondary academy we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

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

2.4 In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3. Definition

3.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE is not about the promotion of sexual activity.

4. Aims

4.1 At Manchester Enterprise Academy we believe in 'A Fantastic Future for All' of our students and our RSE curriculum supports this ethos. RSE at MEA is linked to our values of Safe, Respectful and Ready. RSE at MEA provides an opportunity for all students to:

- learn about themselves and others;
- understand how to be safe and healthy, now and into their futures;
- understand how to manage their academic, personal and social lives in a positive way;
- learn about wellbeing and mental health;
- develop resilience;
- become equipped with the knowledge and capability to take care of themselves and know where to receive support if problems arise.

4.2 RSE at Manchester Enterprise Academy ensures 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 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, sexuality and identity.

5. Curriculum and Delivery

- 5.1 RSE is taught within Fantastic Futures lessons.
- 5.2 Students study Fantastic Futures across all Key Stages.
- 5.3 All students have two hours of Fantastic Futures lessons every two weeks.
- 5.4 Our Fantastic Futures curriculum, which includes RSE units, is available on the academy website for viewing.
- 5.5 RSE is embedded in all the elements of our Fantastic Futures Curriculum:
 - Safe: Wellbeing and Risks
 - Respectful: Diversity and Difference and RE
 - Ready: Careers, British Values and Politics

6. Roles and Responsibilities

- 6.1 The head of school is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSE.
- 6.2 The Curriculum Leader of Fantastic Futures is responsible for the RSE curriculum delivered in Fantastic Futures lessons.
- 6.3 Staff timetabled to teach Fantastic Futures are responsible for the delivery of RSE to their timetabled classes.
- 6.4 Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7. Right to Withdraw

- 7.1 Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- 7.2 Requests for withdrawal should be put in writing and addressed to the head of school. A copy of withdrawal requests will be placed in the pupil's educational record. The head of school will discuss the request with parents and take appropriate action.

7.3 Appropriate alternative work will be given to pupils who are withdrawn from RSE.

8. Staff Training

8.1 Staff are trained on the delivery of RSE as part of our commitment to professional development and meet on a regular basis with the curriculum leader and other staff involved in the delivery of RSE.

8.2 Delivery of some aspects of the RSE curriculum are supported by accredited external visitors.

9. Monitoring

9.1 The delivery of RSE is monitored as part of our quality assurance of Fantastic Futures and includes learning walks and student voice.

9.2 Pupils' development in RSE is monitored and assessed by their Fantastic Futures teacher and the Curriculum Leader of Fantastic Futures.