



durex committed to RSE in schools



Update your RSE policy



Aim

To ensure that your school's policy is up-to-date and inclusive of all factors required to make RSE great in your school

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Why is your RSE policy so important?

All schools must have an up-to-date relationships and sex policy which is available for inspection and for parents and carers. This is required under Section 404 of the Education Act 1996¹

Aside from being a requirement for all schools, an up-to-date RSE policy can ensure that your structure, content, teaching and approach work effectively together to ensure that achieving great RSE is realistic within your timetable and curriculum. By developing a policy that is founded in the wants and needs of everyone involved, you can help RSE reach its full potential for your school and for society. It is also essential that your policy is supported by the majority of the parents and carers of children in your school to ensure that the partnership between school and home is cohesive. You are required to make your RSE policy available online, alongside your curriculum, which means it will become a visible, public statement on your school's commitment to the development of young people.

The Department for Education recommends that RSE is delivered as part of your school's PSHE and Citizenship framework. An overall policy for PSHE, that includes RSE, is an option but DO... strongly recommends creating an additional independent and dedicated policy for RSE.



What does an effective RSE policy include?

DO... offers a new approach to RSE – you should evaluate your current policy to include this and see if any of the following can be added or improved

INFORMATION:

- Information about your school and how you have developed your policy
- How your school defines relationships and sex education¹
- The aims and intended outcomes of RSE for the whole school community and how it contributes to whole-school improvement strategies and local health issues¹
- Details on parents' right to withdraw their child and the process involved¹

IMPLEMENTATION:

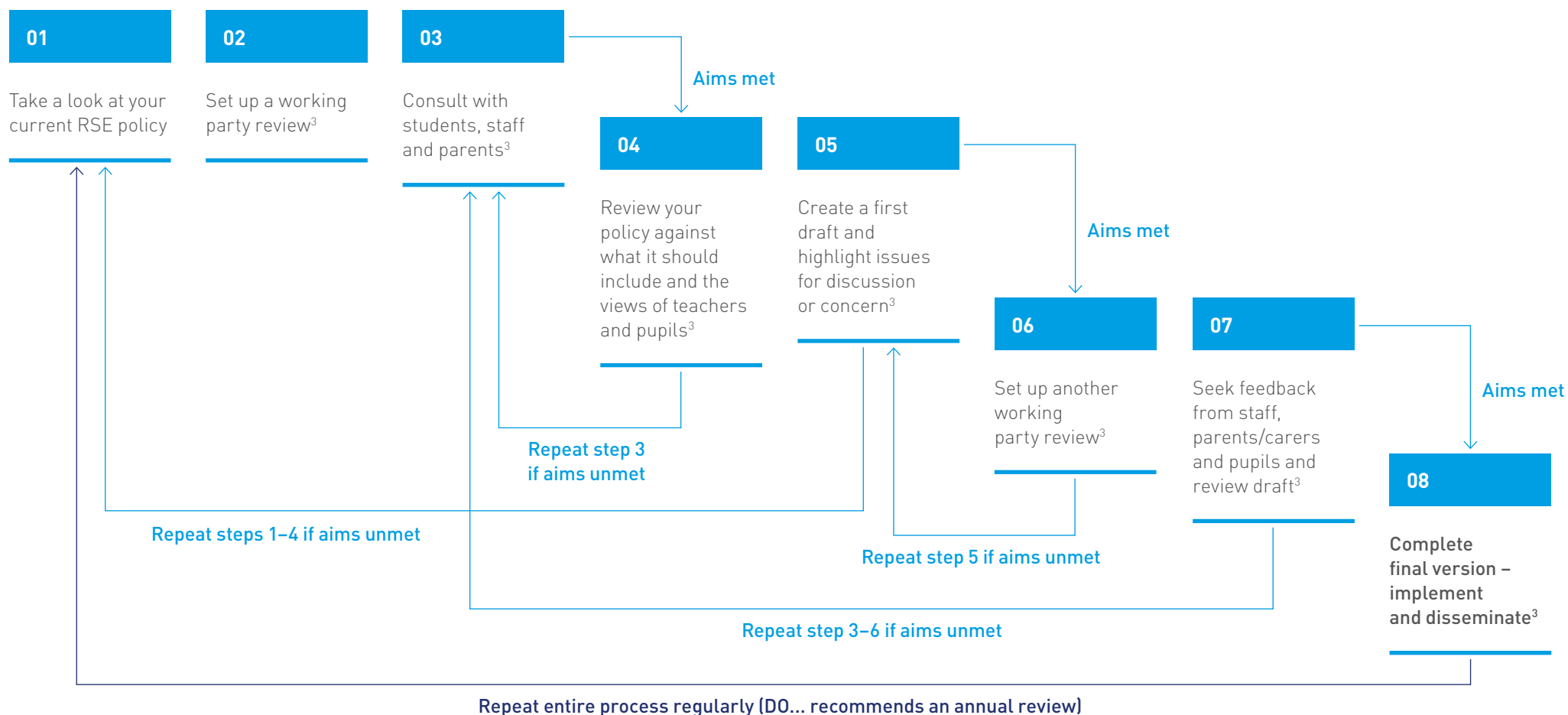
- How and when policy and practice will be monitored and reviewed
- How your teachers' professional development needs will be identified and met
- How RSE lessons will be monitored and evaluated
- How local community and family needs will be met
- How the content will be made age-appropriate
- How your RSE policy links to your other policies, including confidentiality and safeguarding

RSE PROGRAMME:

- How it will meet the needs of all young people in your school, including those who are marginalised and vulnerable
- Who is responsible for coordinating and delivering RSE, and which outside visitors will be used and how their contributions will be quality assured
- How it will be organised and managed, taking into account the similarities, overlaps and differences between RSE, PSHE and Citizenship
- What topics will be covered as part of RSE, including reference to:²
 - Statutory requirements within the National Curriculum
 - Topics, skills and activities requested by young people in your school
 - Good practice guidance and how it relates to school, local and national priorities, and PSHE teaching styles
 - Resources available for use
- How young people will be monitored and assessed

Updating your RSE policy

The algorithm below will help you review your RSE policy and help set up the DO... programme in your school. Each step (explained in more detail over the next few pages) will help you identify changes and improvements you could make to your policy to ensure that it is effective at creating a framework for high quality RSE.



01

Take a look at your current RSE policy

- Have you regularly reviewed your policy to ensure it reflects your existing practice?³
- Does your policy fulfil statutory requirements?³
- Does your RSE programme reflect the current **DO... Lesson guidance** for effective RSE?³

02

Set up a working party review³

- With school governors, review your policy to ensure it fulfils statutory requirements and reflects existing practice, guidance and expectations
 - Does your policy fit with the time and scope available for RSE in your school's curriculum?³
 - Does your school have a particular religious ethos that you would choose to reflect in your policy?¹
 - Does your policy for RSE link to other relevant policies, such as your safeguarding policy, anti-bullying policy and equal opportunities policy?²
 - Do you know how and who will disseminate your policy?
 - Who will monitor the implementation of the policy?²
 - What are the indicators of how successful your policy is?²
 - Is your policy culturally appropriate and inclusive, providing the correct balance between cultural sensitivities and existing legislation, including equality laws?¹

This is important because some young people from minority ethnic communities may be less likely to talk to their parents about relationships and sex, and should not miss out on important information in school because of cultural sensitivities¹

- How is evidence of effectiveness collected for your self-evaluation forms and for Ofsted inspections if your school has them?²
- Does your policy properly include young people with special educational needs and learning difficulties?¹

This is important because some young people with learning disabilities may be less likely to talk to their parents about relationships and sex and a sensitive approach that takes their learning disability into account will need to be considered

- Does your policy endorse the use of school materials, such as the **DO... resources**, that are in accordance with your school's PSHE framework and the law?¹
- Does your policy ensure that RSE raises awareness and understanding of sexual orientations?¹

Young people, whatever their developing sexuality, need to feel that RSE is relevant to them and sensitive to their needs
- When will you next review your policy and resulting practice?



03

Consult with students, staff and parents³

- Opinions should be sought during the development of your policy and at regular intervals
- Provide clear guidance on how and when you will seek feedback
 - Does it take into account the information, support and advice that young people in your school want and need, and that go beyond those that are compulsory?
 - If you have or are going to include sensitive aspects of RSE that are important but may cause contention (such as abortion), have you consulted parents/carers, teachers and other relevant parties?¹
 - Are all staff, including ancillary staff, physiotherapists, nurses and carers as well as teachers, following your policy?¹
 - Does your policy help young people learn the significance of marriage and stable relationships as key building blocks of community and society?¹

04

Review your policy against what it should include and the views of teachers and pupils³

- Have you got a plan for meeting the professional development needs of staff that may arise from your updated policy?²

Repeat step 3 if aims not met

05

Create a first draft and highlight issues for discussion or concern³

Evaluate against questions from section 1, 2, 3 and 4; repeat steps 1–4 if aims not met

06

Set up another working party review³

Evaluate against questions from section 1, 2 and 3; repeat step 5 if aims not met



07

Seek feedback from staff, parents/carers and pupils and review draft³

Evaluate against questions from section 3 and 4; repeat step 5 if aims not met

08

Complete final version – implement and disseminate³

- Copies must be made available online and for inspection

Repeat steps 1 to 7 on a regular basis (at least annually)



Further support from the DO... Collaboration

DO... Resources for teachers

The **DO... Resources for teachers** have been specially developed by dedicated and experienced sexual health trainers and educators. They encourage a new approach to RSE that helps make it more relevant and approachable for students, and more comfortable for teachers to deliver.

Consisting of innovative lesson plans, unique teaching activities and a new focus on skills, values, emotions and critical thinking, the DO... resources for teachers will help them facilitate really engaging lessons that empower young people to learn for themselves and from each other.

Training for teachers

Many members of the DO... Collaboration provide quality training for teachers who want to develop their skills further.

Brook has been providing training to adults working with young people for more than 50 years.
www.brook.org.uk

FPA have a broad range of online training courses for teachers.
www.fpa.org.uk

Justin Hancock (Bish) offers a number of training courses on Relationships and Sex Education.
www.bishtraining.com

SEF offer a range of training opportunities (available both locally and nationally) to support the continued professional development of anyone involved in teaching RSE.

www.sexeducationforum.org.uk

RSE Hub offer a wide range of full day, half day or twilight training courses.
www.rsehub.org.uk

Brook, FPA, Bish and The Mix can also provide young people with free information, confidential advice, great sexual health services and emotional support.

www.brook.org.uk
www.fpa.org.uk
www.bishuk.com
www.themix.org.uk



Further information

- **Brook** – the UK’s leading sexual health charity for young people under 25
www.brook.org.uk
- **Bish websites** – online advice and information for both professionals and young people, created by Justin Hancock, an experienced relationships and sex educator
www.bishtraining.com (for professionals) & www.bishuk.com (for young people)
- **Sex Education Forum** – a membership organisation that works together with its members for quality relationships and sex education
www.sexeducationforum.org.uk
- **RSE Hub** – a membership organisation that believes that relationships and sex education (RSE) should be an entitlement for all children and young people
www.rsehub.org.uk
- **Family Planning Association** – a UK registered charity working to enable people to make informed choices about sex and to enjoy sexual health
www.fpa.org.uk
- **National Aids Trust** – the UK’s leading charity dedicated to transforming society’s response to HIV
www.nat.org.uk
- **NAHT** – an independent trade union and professional association of over 28,500 members occupying leadership positions across a broad spectrum of educational institutions and settings, providing an effective voice in educational policy-making across all phases
www.naht.org.uk
- **The Mix** – the UK’s leading support service for young people, helping them take on any challenges they’re facing and providing young people with free, confidential help and advice
www.themix.org.uk

REFERENCES:

1. Department for Education (2000). Sex and Relationship Education Guidance. DfEE 0116/2000.
2. National Children’s Bureau (2006). A whole-school approach to Personal, Social and Health Education and Citizenship.
3. RSE hub, NAHT (2015). Relationships and sex education: Briefing for Head teachers and Governors.





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www.dorseforschools.com