

Relationships, Sex & Health Education Policy



Published

September 2020

Responsible Colleagues

Education Directorate

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners.

How do we ensure this across our trust?

In all we do we are:

Ethical to the core, ensuring that education is always front and centre

Futures focused system leaders- never simply followers

Collaborative in every endeavour

Resolutely learner centred.

What does this look like across our trust?

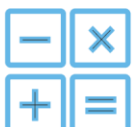
We are always:



- Ruthlessly ambitious for all who learn and work with us
- Unwaveringly inclusive – determined on eradicating barriers to educational success
- Committed to excellent teaching
- Determined upon academic excellence for all in our communities
- Compassionate, ethical and caring advocates for all in our communities
- Outwardly facing and globally conscious



- Committed to the very best people development and empowerment
- Determined to shout loudly and share proudly our successes
- The best professional and technical experts (supporting education) in the sector
- Committed to the very best understanding and management of risk



- Providing the best possible public service for the best possible value
- Determined to supplement our public income with shrewd income generation
- Building financially sustainable models of educational improvement in our communities
- Demonstrably efficient in all we do

Our Values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

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1 | Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and adulthood, give them an understanding of sexual development and the importance of both physical and mental health and hygiene so that they can make their own informed decisions.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships including helping pupils to create healthy, nurturing relationships of all kinds.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2 | Statutory Requirements

2.1 In our secondary academies, we must provide RSE to all pupils as per s.34 [Children and Social Work Act \(2017.\)](#)

2.2 In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in s.403 [Education Act \(1996\)](#).

3 | Policy Development

3.1 Our academies' RSE policies are developed in consultation with staff, pupils, and parents. The consultation and policy development process involves the following steps:

1. **Review** - the RSE lead or working group pulls together all relevant information including relevant national and local guidance.
2. **Staff Consultation**- all school staff are given the opportunity to look at the policy and make recommendations through the academy's consultation process
3. **Parent/Stakeholder Consultation**- parents and any interested parties are sent a letter with a link to the draft policy on the website and asked to provide feedback online by the date provided. They are invited to attend a meeting about the policy.

4. **Pupil Consultation**- academies investigate what their pupils want from their RSE through a *pupil voice* process.
5. **Pupil Reflection**- academies ask pupils for feedback on completed RSE sessions throughout the academic year. This feedback is used to further inform future sessions.
6. **Ratification**- once amendments are made, the policy is shared with governors and ratified.

4 | Definition

- 4.1 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 and relevant legislation, so that they are able to make their own, informed decisions throughout their lives.
- 4.2 RSE involves a combination of sharing information and exploring issues and values in an open safe non-judgemental developmentally appropriate environment.
- 4.3 RSE is **not** about and does **not** include the promotion of sexual activity.

5 | Curriculum

- 5.1 Each academy's RSE curriculum is set out in their local RSE policy, located on their website.
- 5.2 Curriculum may need to be adapted as and when necessary to meet the needs of our pupils and our communities, or issues that are highlighted nationally.
- 5.3 We develop curriculum in consultation with support from Local Authority advisors, parents, pupils and staff, accounting for 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 that pupils are fully informed and don't seek answers online or from their peers which may not provide a true reflection of reality or explore related ethical issues the way in which a teacher can. This may include signposting pupils to a safe and reliable source of information such as Brook or School Nursing teams where appropriate.

6 | Delivery of RSE

- 6.1 RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education.
- 6.2 Pupils also receive stand-alone sex education sessions delivered by a trained professional.
- 6.3 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
- Families
 - Respectful relationships, including friendships
 - Online and media
 - Being safe
 - Intimate and sexual relationships, including sexual health
 - For more information about RSE curriculum, see [Appendix 1](#).
- 6.4 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7 | Roles and Responsibilities

- 7.1 **The Local Governing Board (LGB)** in each academy will monitor the implementation of the RSE policy on behalf of Trustees, whose responsibility it is to approve.
- 7.2 **The Principal** is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see [section 9](#)).
- 7.3 **Staff** are responsible for:
- Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE

- Monitoring progress
- Responding to the needs of individual pupils
- Supporting the review and reflection process for pupil feedback after taught sessions.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Make pupils aware that if anything that is said during these sessions raises any concerns about themselves or about someone that they know they should talk to a trusted member of staff about it as per our safeguarding policy.

7.4 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 their Principal.

7.5 **Pupils** are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Failure to behave appropriately will be dealt with in accordance to the *Behavior Policy*.

7.6 If gaining a wider awareness of positive relationships versus negative relationships causes any concern to any pupil about themselves or someone they know, they are encouraged to share these concerns with a trusted member of staff who will deal with them in accordance to the *Safeguarding Policy*.

7.7 We aim to ensure that the curriculum is accessible for **all** pupils. We recognise that this is particularly the case for students with special educational needs and disabilities who may, due to their need, be more vulnerable to exploitation, bullying and other issues specific to their additional need.

7.8 We are mindful of the preparing for adulthood outcomes (as set out in the SEND Code of Practice); where relevant, the curriculum will be adapted to meet the specific developmental needs of SEND pupils to ensure that curriculum taught to SEND students is sensitive, age and developmentally appropriate and delivered with reference to the law. As part of this, we will work with the academy SENCo, family and the pupil.

8 | Parents' Right to Withdraw

8.1 Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE (not relationship education) 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 academy is required by law to arrange this. Sex Education is defined as being content such as "Intimate and sexual relationships, including sexual health" and "pornography" (noted under Online and Media) in a PSHE classroom environment

- 8.2 Requests to withdraw children from statutory aspects of RSE are unlawful and will not be granted, this includes Relationship and Health Education (including puberty) and curriculum taught as part of the Science National Curriculum.
- 8.3 Requests for withdrawal should be put in writing detailing the reasons that you want to withdraw your child and addressed to the Principal. Wherever possible, a meeting will take place between a representative of the academy and family to address any concerns raised.
- 8.4 A copy of withdrawal requests will be placed in the pupil's educational record. The academy Principal will discuss the request with parents and take appropriate action and record the viewpoint of both parties as well as the outcome of the discussion.
- 8.5 Alternative work will be given to pupils who are withdrawn from sex education.

9 | Training

- 9.1 Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.
- 9.2 The Principal 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 in line with their academy's *Visitors Policy*.

10 | Monitoring Arrangements

- 10.1 Details on the delivery and monitoring of RSE are available in our academies' localised RSE policies, located on their websites
- 10.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- 10.3 This policy will be reviewed bi-annually or sooner if as a result of pupil feedback, consultation feedback or a change in guidance from the DfE. At every review, the policy will be approved by the Trustees.

Appendix 1- Pupils Should Know

Knowledge all pupils should have by the end of their secondary education.

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the <i>Equality Act 2010</i>) and that everyone is unique and equal
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment