

Relationships and Sex Education Policy

Policy Code:	SW7
Policy Start Date:	September 2020
Policy Review Date:	September 2022

Please read this policy in conjunction with the policies listed below:

HR8B Equal Opportunities and Diversity Policy for Students and Parents/Carers

SW5 Safeguarding and Child Protection Policy

SW6 Anti-Bullying Policy

TL6 Special Educational Needs and Disability Policy

1 Policy Statement

1.1 The Priory Federation of Academies Trust (The Trust) believes that Relationships and Sex Education (RSE) should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life;
- Be an entitlement for all young people;
- Be set within a context that supports family commitment and love, respect and affection, knowledge and openness;
- Encourage students and teachers to share and respect each other's views;
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up, and that staff should work in partnership with parents/carers and students, consulting them about the content of programmes; and
- Recognise the contribution made by health professionals, social workers, peer educators and other mentors or advisers.

1.2 Relationships and sex education is lifelong learning about physical, sexual, moral and emotional development. It applies to all young people in school, irrespective of their gender, ethnicity or ability. It is about understanding the importance of stable and loving relationships that define family life, whether through marriage, or civil or other partnerships. It is about respect, love and care. It involves acquiring information, forming positive beliefs, values and attitudes, and developing skills.

1.3 RSE is also about the teaching of sexual matters and sexual health. This does not mean any encouragement of sexual activity or adoption of a particular stance towards sexuality. The RSE curriculum is designed to enable students to make their own informed and appropriate choices as they become young adults, and to develop responsible attitudes to sexual activity and the development of their own stable, loving relationships.

1.4 References to the Trust or Academy within this policy specifically include all primary, secondary and special academies within the Trust, as well as Robert De Cheney Boarding House, the Early Years setting at the Priory Witham Academy, Priory Training, Priory Apprenticeships, Lincolnshire Teaching School Alliance and Lincolnshire Teaching School Alliance SCITT.

- 1.5 This policy does not form part of any member of staff's contract of employment and it may be amended at any time.
- 1.6 The Trust is committed to leading a mentally healthy organisation, which includes a commitment to and promotion of emotional wellbeing and mental health. Therefore, all Trust policies and procedures ensure this commitment is incorporated in order to support all staff and students. Members of staff are encouraged to speak to their line managers, and students are encouraged to speak to any member of staff, if they feel any part of this policy would affect their emotional wellbeing and mental health. Any such comments should be passed to the Trust's HR department (via FederationHR@priorityacademies.co.uk) for appropriate consideration at the next available point in the policy review cycle.

2 Roles, Responsibilities and Implementation

- 2.1 The Education & Standard Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Director of Welfare.
- 2.2 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and ensuring RSE is provided effectively in each Academy. All employees are responsible for supporting colleagues and ensuring its success.
- 2.3 Teaching staff are consulted in respect of their training needs and training opportunities will be considered on a regular basis.
- 2.4 Relevant teachers will have training and support to use training strategies for RSE. These include:
- Establishing ground rules with their students.
 - Using distancing techniques.
 - Knowing how to deal with unexpected questions or comments from students.
 - Using discussion and flexible learning methods and appropriate materials.
 - Encouraging reflection.
- 2.5 Teachers will not:
- Give personal advice or counselling on sexual matters (including contraception) to a student (either individually or within a group) if a parent/carer has withdrawn that student from sex education; or

- Give personal contraceptive advice to students under 16 for whom sexual intercourse is illegal. In these cases individuals will be referred to the Academy's Designated Safeguarding Team for further guidance/support.

3 Aims

- 3.1 To ensure effective provision of RSE within each Academy which promotes the spiritual, moral, cultural, mental and physical development of all students and prepares them for the opportunities, responsibilities and experiences of later life.
- 3.2 To ensure all stakeholders have the opportunity for consultation on each Academy's RSE programme.
- 3.3 To create a positive culture of open discussion around issues of sexuality and relationships.
- 3.4 Help students develop feelings of self-respect, confidence and empathy.

4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.
- 4.2 Effective RSE should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

5 Statutory Requirements

- 5.1 As a Multi-Academy Trust encompassing Primary, Secondary and Special Academies we must work to the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. Relationships Education is compulsory for all primary age students, Sex and Relationship Education is compulsory for all secondary age students. Academies may choose to teach sex education to primary age students as part of their curriculum, but this will be after consultation with parents/carers.

5.2 This policy has been developed in line with the DfE guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*.

6 Curriculum Development

6.1 Each Academy will develop their curriculum in consultation with staff, students and parents/carers. The consultation process will involve the following steps:

1. Review – staff within the Trust pull together all relevant information including relevant national and local guidance in order to write the curriculum.
2. Staff consultation – all Academy staff are given the opportunity to look at the policy and make recommendations.
3. Parent/carer/stakeholder consultation – parents/carers and any interested parties are invited to make any recommendations or ask any questions about the curriculum.
4. Student consultation – students are given the opportunity to say what they wanted from their RSE curriculum.

7 Curriculum

7.1 Each Academy will display their RSE curriculum on their website. You can also request a copy of the curriculum by contacting the Academy.

7.2 The curriculums are developed in consultation with parents/carers, students and staff, taking into account the age, needs and feelings of students.

7.3 The topics covered in each Academy’s curriculum are based upon the statutory guidance for SRE and they are as follows:

Key stages 1 and 2	
Relationships education	<ul style="list-style-type: none"> • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe
Physical and mental wellbeing	<ul style="list-style-type: none"> • Mental wellbeing • Internate Safety and harms • Physical health and fitness • Healthy Eating • Drugs, alcohol and tobacco • Health and prevention

	<ul style="list-style-type: none"> • Basic first aid • Changing adolescent body
Key stages 3 and 4	
Physical health and mental wellbeing	<ul style="list-style-type: none"> • Mental wellbeing • Internate Safety and harms • Physical health and fitness • Healthy Eating • Drugs, alcohol and tobacco • Health and prevention • Basic first aid • Changing adolescent body
Relationships and sex education	<ul style="list-style-type: none"> • Families • Respectful relationships, including friendships • Online and media • Being safe • Intimate and sexual relationships, including sexual health

7.4 The National Curriculum sets out the following curriculum areas in Science relating to RSE:

(a) Key stage 1

- Ourselfs
- Growing plants (life cycles)
- Health and Growth
- Plants and animals in the local environment (life cycles)
- Variation

(b) Key Stage 2

- Teeth and Eating
- Helping plants grow well
- Moving and Growing
- Habitats (life processes)
- Keeping Healthy
- Life Cycles

(c) Key stage 3

- Fertilization in humans
- The physical and emotional changes during adolescence
- The human reproductive system including the menstrual cycle and fertilization
- Foetal development

(d) Key stage 4

The way in which hormonal control occurs, including the effects of sex hormones

Some medical uses of hormones, including the control and promotion of fertility

How sex is determined in humans

8 Approaches to teaching

8.1 RSE will be delivered through each Academy's curriculum plan, and this will normally form part of the PSHE and Citizenship programme (sometimes referred to as the Personal Development Programme).

8.2 A variety of teaching and learning styles will be used to give students relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

8.3 Students will normally be taught in mixed ability and mixed gender groups but, if appropriate, some topics may be delivered to single sex groups. The teaching of RSE will be handled sensitively by the teacher and it will be a matter of common practice that:

- Neither teacher nor student will be expected or required to answer a personal question;
- No-one will be forced to take part in a discussion;
- Sensitivity will be shown towards those of particular faith backgrounds; and
- Nothing will be said that could be construed as embarrassing or offensive to other students.

8.4 Where appropriate, external speakers/organisations will be used to deliver aspects of the RSE curriculum.

9 Teaching RSE to Children with Special Educational Needs

9.1 The Trust will teach RSE to all students, regardless of ability. Indeed The Trust recognises that some students with special needs may be more vulnerable in dealing with personal relationships. Teachers and Teaching Assistants will discuss a student's individual educational

needs and to ensure that they can fully access the programme. The classroom teacher will ensure that any classroom visitor is made aware of any student's individual needs.

- 9.2 Some students with special needs will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. The Trust recognises that these students will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.
- 9.3 Where necessary, staff will ensure that content is delivered at the appropriate cognitive level for the child.

10 Assessment & Evaluation

- 10.1 Teachers assess student's work in Relationships and Sex Education both by making informal judgments as they observe them during lessons and by doing formal assessments, which are measured against the specific learning objectives, set out in the programmes of study. Students understanding is assessed and evaluated at the end of modules.
- 10.2 The delivery of the RSE curriculum will be monitored through the Academy's quality assurance processes.
- 10.3 Students are actively involved in evaluating the quality and relevance of the sex and relationship education they have received through reflection, assessment and evaluation activities.
- 10.4 Staff, student and parents/carers review and feedback will be used in evaluating the effectiveness and appropriateness of the programme.

11 Right to withdraw – Primary-aged children

- 11.1 Parents/Carers do not have the right to withdraw their children from relationships education.
- 11.2 Parents/Carers have the right to withdraw their children from some or all of sex education delivered as part of statutory RSE. Parents/Carers do not have the right to withdraw their children from any sex education which is covered in the Science curriculum.
- 11.3 Requests for withdrawal should be put in writing and addressed to the Headteacher. Appropriate alternative work will be given to students who are withdrawn from sex education.

12 Right to withdraw – Secondary-aged children

- 12.1 Parents/Carers have the right to withdraw their children from some or all of sex education delivered as part of statutory 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 Academy will arrange this. Parents/carers do not have the right to withdraw their children from any sex education which is covered in the Science curriculum.
- 12.2 Requests for withdrawal should be put in writing and addressed to the Headteacher. Appropriate alternative work will be given to students who are withdrawn from sex education.

13 Child Protection

- 13.1 Effective RSE could lead to disclosure of a child protection issue. If a student indicates that he/she is being, has been or is at risk of being abused, teachers will respond by dealing with it as a matter of child protection. This will be dealt with by the Academy's Designated Safeguarding Team. Please see SW5 Safeguarding and Child Protection Policy.

14 Equal Opportunities

- 14.1 The Trust aims to ensure that the RSE programme is accessible and relevant to all students and takes into consideration specific needs in relation to learning style and to race, religion and gender issues.
- 14.2 Parents/carers who have concerns in relation to how the programme is delivered should discuss these with staff in the relevant Academy so that the issues can be resolved. Resources used will be checked for racial or gender stereotyping, which will be avoided.

15 Policy Change

- 15.1 This policy may only be amended or withdrawn by the Priory Federation of Academies Trust.

The Priory Federation of Academies Relationships and Sex Education Policy

This Policy has been approved by the Education and Standards Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.