



Relationships and Sex Education Policy

Ratified on behalf of trust board:

September 2020

Signed on behalf of trustees:

Signed on behalf of CEO:

Next Review Date:

September 2021

Definition and Policy Aims

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 involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

This policy aims to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Statutory Requirements

Primary Schools

Trust primary schools provide relationships education to all students as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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](#).

Secondary Schools

Will provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

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](#).

Policy Development and Curriculum

The delivery of this policy may differ according to the individual circumstances of each school, following consultation with parents/carers, students and staff. Staff will strive to keep within the boundaries of the defined curriculum, but may respond in an appropriate manner to questions from students that fall outside the published curriculum so that

students are fully informed and therefore don't look to have their questions answered from unreliable sources.

Each academy will publish their RSE curriculum on their own school website, in the format as shown in Appendix one.

Delivery of RSE

RSE may be taught through several aspects of a schools' curriculum:

- Within the personal, social, health and economic (PSHE) education curriculum.
- Biological aspects of RSE taught within the science curriculum
- Stand-alone sessions delivered by a trained health professional
- As part of the religious education programme.

In primary schools, relationships education 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

In secondary schools RSE focuses on giving students the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

More details of the RSE curriculum can be found in appendices 1 and 2.

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 whilst also reflecting sensitively that some children may have a different structure of support around them.

Roles and Responsibilities

The Trust Board and Local Governing Bodies

The Trust board will approve the RSE policy, and hold the CEO to account to ensure Heads of School effectively implement it within schools. Local governing bodies will also be responsible for ensuring Heads of School effectively implement this policy within their school.

Heads of School

The Head of School is responsible for ensuring that RSE is effectively taught in their school, and for managing requests to withdraw pupils from the non-statutory components of RSE.

Staff

Staff 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 non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Those with concerns are encouraged to discuss these with the Head of School.

Students

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

Parents/Carers Right to Withdraw

Primary Schools

In primary schools, parents/carers do not have the right to withdraw their child from relationships education. Parents do have the right to withdraw their children when a school teaches the non-statutory components of sex education within RSE. Requests for withdrawal should be addressed in writing to the Head of School, using the form found in Appendix 3. Alternative work will be given to students who are withdrawn from non-statutory components of sex education.

Secondary Schools

Parents have the right to withdraw their child from the non-statutory components of sex education within RSE up to 3 terms before the child turns 16. After this point, if the child wishes to receive non-statutory components of sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy 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. Alternative work will be given to students who are withdrawn from non-statutory components of sex education.

Training

Staff delivering RSE will have appropriate guidance and training to fulfil their duties in alignment with this policy. This may include external support from healthcare professionals such as school nurses, sexual health professionals, or similar.

Monitoring Arrangements

The delivery of RSE is monitored by the Head of School, or another senior leader delegated this responsibility. This would typically include scrutiny of planning, observation of sessions, and feedback from staff, students and parents/carers. This policy will be reviewed on at least an annual basis, in line with statutory requirements.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Relationships and sex education curriculum map

YEAR	TERM	TOPIC/THEME DETAILS	CONTENT
7	1 2 3	<p>Dropdown Day 1: Healthy Bodies, Healthy Minds & Basic First Aid</p> <p>Dropdown Day 2: Healthy Relationships</p> <p>Dropdown Day 3: Mental Health & Wellbeing</p> <p>6 X Stand Alone sessions (1 each half term): Safety in the Community, Consent & Respect in Relationships, Harassment & Abuse, Bullying, Safety Online & Discrimination</p>	<p>Healthy eating, puberty, mental health</p> <p>Happy, respectful friendships and relationships</p> <p>Defining mental health and strategies for anxiety</p> <p>Road safety, fire setting, fireworks, how to treat others with respect and be treated with respect. Recognising when something isn't right and what to do about it - online or in person.</p>
8	1 2 3	<p>Dropdown Day 1: Getting on Together</p> <p>Dropdown Day 2: Healthy Relationships 2</p> <p>Dropdown Day 3: Mental Health & Wellbeing 2</p> <p>6 X Stand Alone sessions (1 each half term): Safety in the Community, Consent & Respect in Relationships, Harassment & Abuse, Bullying, Safety Online & Discrimination</p>	<p>How to challenge discrimination and what to do if you don't feel safe - online or in person.</p> <p>Families, safe/ unsafe and healthy/ unhealthy relationships</p> <p>How to look after your mental health</p> <p>Road safety, fire setting, fireworks, how to treat others with respect and be treated with respect. Recognising when something isn't right and what to do about it - online or in person.</p>
9	HT1 HT2 HT3 HT4 HT5 HT6	<p>Dropdown Day 1: Health & Prevention and Online Safety</p> <p>Dropdown Day 2: Respectful Relationships & Careers</p> <p>Dropdown Day 3: Staying Safe & Mental Wellbeing</p> <p>6 X Stand Alone sessions (1 each half term): Safety in the Community, Consent & Respect in Relationships, Harassment & Abuse, Bullying, Safety Online & Discrimination</p>	<p>Hygiene, healthy habits, changes of puberty. Internet safety and harm</p> <p>Bullying, harassment, identity & friendships. Post-16 options, taking control of your life</p> <p>Violence, exploitation, abuse and consent. Factors affecting your mental health.</p> <p>Road safety, fire setting, fireworks, how to treat others with respect and be treated with respect. Recognising when something isn't right and what to do about it - online or in person.</p>

10	HT1 HT2 HT3 HT4 HT5 HT6	Drugs, Alcohol & Tobacco Physical Health & Fitness Intimate Relationships (Relationship & Sex Education)* Internet Safety & Harm Mental Wellbeing Online & the Media	Informed choices about your health and the law Healthy lifestyle choices & prevention of illness Healthy choices: contraception, consent, STIs and risk Social media, online risks, advertising and gambling Emotional literacy & activities which support your health Rights, responsibilities, risks and opportunities
11	HT1 HT2 HT3 HT4 HT5 HT6	Intimate Relationships (Relationship & Sex Education)* Time & Stress Management Revision & bespoke support Revision & bespoke support	Healthy choices: consent, fertility, risk factors and intimacy Strategies to manage your time, your revision and pressure Support for mental health and for specific subjects for specific students. Support for mental health and for specific subjects for specific students.

*These are the sole modules which parents may wish to withdraw their child from.

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.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher; if you would like your child to be withdrawn from these modules parents/ carers will be invited in to discuss their request with a member of the senior leadership team.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Appendix 2: By the end of primary school students should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources

Appendix 2: By the end of **secondary school** students should know

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

TOPIC	PUPILS SHOULD KNOW
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 • 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 Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
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
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

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	