



CARLTON
ACADEMY TRUST

Sex and Relationships Education Policy

Approved on behalf of Trustees:

Roger Butterfield

Date:

September 2021

Next Review:

September 2022



Policy Aims

Sex and Relationships Education (SRE) helps students learn about and explore relationships, sexual health, sexuality, healthy lifestyles, and personal identity. It is **NOT** about promoting sexual activity.

This policy:

- 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 healthy relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Supports the Trust values of respect.

Statutory Requirements

SRE across all Trust schools in all key stages complies with:

- Children and Social Work Act 2017.
- 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 other unreliable sources.

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

Delivery of RSE

RSE may be taught through:

- Personal, Social, Health and Economic (PSHE) education curriculum.
- Biological aspects of RSE taught within the Science curriculum.
- Stand-alone workshop sessions delivered by a trained health professional.
- Religious Education programme.
- Assemblies

In primary schools, SRE 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 SRE focuses on providing students with the skills and knowledge to develop healthy, nurturing relationships of all kinds including:

- Respectful relationships, including friendships and an understanding of what constitutes harassment and abuse.
- Online and media.
- Being safe.
- Intimate and sexual relationships, including sexual health.

Learning is 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

Trustees: Approve this policy, delegating operational responsibilities to the Chief Executive Officer (CEO), then oversee effective policy delivery across all schools.

Local Governing Bodies: Ensure effective policy delivery within their school.

CEO: Delegates effective implementation of this policy to Heads of School. They delegate their responsibilities to oversee policy delivery to the Executive Headteacher (Secondary) and Director of Primary.

Heads of School: Are responsible for ensuring that SRE is effectively taught within their school. They also deal with enquiries from parents/carers but may delegate this responsibility to other senior leaders.

Staff: Are responsible for:

- Delivering SRE in a sensitive way.
- Modelling positive attitudes to SRE.
- Monitoring progress.
- Responding to the needs of individual students and treating their questions with sensitivity.
- Responding appropriately to students whose parents/carers wish them to be withdrawn from non-statutory components of the curriculum.
- Reporting on any concerns raised by following the school's safeguarding procedures.

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

Parents/Carers Right to Withdraw

Primary Schools

In line with statutory guidance, parents/carers do not have the right to withdraw their child from SRE. Parents/carers do have the right to withdraw their child when a school teaches the non-statutory components of sex education within SRE. Requests should be made 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 sex education, and a copy of the request placed on school records.

Secondary Schools

In line with statutory guidance, parents/carers retain the right to withdraw their child from the non-statutory components of sex education up until three terms before they reach their sixteenth birthday. After this, the student's wishes are paramount.

Requests for withdrawal should be put in writing to the Head of School using the form in Appendix 3. They will discuss and consider these requests. Alternative work will be given to students who are withdrawn from sex education, and a copy of the request placed on school records.

Training

Staff delivering SRE will have 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 SRE is monitored by the Head of School, or another senior leader delegated this responsibility. This typically involves scrutiny of planning, observation of lessons, and feedback from staff, students, and parents/carers.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES



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 • Those 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	

