

Relationships and Sex Education policy

Approved by:	Local Governing Body	Approved Date: February 2021
Review Date:	March 2025	
Links	Curriculum Policy	
Staff responsible	Assistant Principal Personal Development, Vice Principal PD,B&A and Personal Development Coordinator	

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1. Aims

- The aims of Relationships and Sex Education (RSE) at our school are to:
- Provide a framework in which sensitive discussions can take place;
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help learners develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach learners the correct vocabulary to describe themselves and their bodies;

- Create an environment in which our learners can be offered appropriate teaching about relationships and sex and where they have the confidence to question and seek answers to queries;
- Assist young people to prepare for adult life by supporting them through their physical, emotional and moral development;
- Recognise that the decisions about when to begin a relationship are complex and may have to be discussed with appropriate adults;
- Equip our learners with the necessary skills and knowledge in order to negotiate consent within a range of relationships;
- Ensure learners are aware of the protections and responsibilities afforded to them by the Equalities Act 2010 and know what is and what is not legal in matters relating to sexual activity;
- Understand the impact of external factors such as the media, internet, peer groups and remain independent responsible decision-makers;
- Develop the ability to form positive, non-exploitative relationships;
- Be aware of personal, psychological, emotional and physical changes in themselves and others

2. Statutory Requirements

The Summit Learning Trust secondary schools, must provide RSE to all learners 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 the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2020 statutory guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Within the Summit Learning Trust, each school will have its own policy which will take into account the statutory guidance found in the document "[Relationships Education, Relationship and Sex Education \(RSE\) and Health Education 2020](#)".

3. Policy development

This policy has been developed in consultation with staff, learners and parents both at a trust and school level The consultation and policy development process involved the following steps:

1. Review – the Trust has identified an RSE working group, who have reviewed all relevant information including relevant national and local guidance.
2. Staff consultation – all secondary phase PSHE leaders were given the opportunity to look at the Trust-wide policy and make recommendations. This then informed this school policy.
3. Parent/stakeholder consultation – all parents and any interested parties were invited to give feedback on the policy during a consultation period that ran from 14.12.20 to 15.1.21.
4. Pupil consultation – we investigated what exactly learners want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

Relationship and Sex Education (RSE) is about the emotional, physical, social and cultural development of learners. It involves learning about relationships, sexual health (including safe sex), sexuality, healthy lifestyles, diversity and personal identity. RSE is based on respect for self, others and is taught with due regard to moral and legal considerations. The RSE programme recognises the values of family life and supportive relationships and is part of a lifelong learning programme.

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. We aim to present relevant facts in an objective and balanced manner. Lessons are set in the context of the family, friends and wider societal issues and address responsibilities that arise from within these relationships. RSE will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

RSE is not about the promotion of sexual activity.

5. Curriculum

The school's curriculum will be adapted as and when necessary. The RSE curriculum is adapted to the particular needs of some SEND learners. It takes into account the age, needs and feelings of learners. If learners ask questions outside the scope of this policy, teachers will either respond appropriately or signpost to staff or support services who may be able to give a knowledgeable answer. The compulsory RSE content is taught within the wider Personal Development curriculum. An overview of this is on the school website.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. This is called Personal Development at Cockshut Hill. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in other curriculum offers.

Learners may also receive stand-alone sex education sessions delivered by a trained health professional.

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

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

The Personal Development co-ordinator has designed the Personal Development curriculum to include the compulsory SRE content. This has been written based on guidance from the PSHE Association. The process was overseen by the Assistant Principal (Personal Development)

8. Parents' right to withdraw

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education (although **not** health or relationships education) delivered as part of statutory RSE up to and until three terms before their child turns 16.

Before granting any such request the school Principal will meet with parents and, as appropriate, with the child to discuss the request to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child.

From three terms before their 16th birthday if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

Parents should follow the process for withdrawal as stipulated in the relevant school's policy.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our schools' continuing professional development calendar.

Principals will also invite visitors from outside their schools, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. This is at the discretion of the individual school.

10. Monitoring arrangements

The provision and delivery of RSE is monitored through the school's monitoring process. This include the scrutiny of work, weekly visits from members of the schools Executive group and a half termly more formative and developmental visit from the Senior Team on a rolling process as part of our overall Quality Assurance programme.