

Impact Education Trust

Relationships and Sex Education Policy



Version	
Name of Policy Writer	Glynn Eastwood
Date written & Adopted	January 2021
Last Updated	April 2021
Next Review Due	

Contents

1. Aims	2
2. Statutory requirements	3
3. Policy development	3
4. Definition	3
5. Curriculum.....	4
6. Delivery of RSE.....	4
7. Roles and responsibilities.....	6
8. Parents' right to withdraw	6
9. Training	7
10. Monitoring arrangements.....	7
Appendix 1: Parent form: withdrawal from sex education within RSE.....	8

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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

Primary academies:

Primary schools must provide relationships education to all pupils 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 pupils 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](#).

At Impact MAT primary academies we teach RSE as set out in this policy.

Secondary academies:

Secondary schools must provide RSE to all pupils 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](#).

At Impact MAT secondary schools we teach RSE as set out in this policy.

For further information, please refer to the funding agreement and articles of association.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation - we investigated what exactly pupils want from their RSE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

4. Definition

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.

5. Curriculum

Our curriculum is set out as per Appendix 1 and 2 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account 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 they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1 and 2.

6. Delivery of RSE

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 (RE).

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

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

For more information about our RSE curriculum, see Appendices 1 and 2.

Secondary schools:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

1. *Attitudes and Values*

- *learning about different types of relationships, including friendships, family relationships, romantic and intimate relationships;*

- *appreciating the value of commitment and of stable and loving relationships (including within marriage and civil partnership);*
- *understanding safe online behaviours and encouraging the use of digital communications to promote well-being, respect and consideration;*
- *maintaining a questioning approach to information, particularly online content, and challenging myths, misconceptions and false assumptions about “normal” behaviour;*
- *promoting equality in relationships, recognising and challenging inequalities, particular those linked to experiences and needs of different individuals, including those between boys and girls*

2. Personal and Social Skills

- *learning to manage emotions and relationships confidently and sensitively;*
- *learning how relationships may affect health and well-being, including the importance of good mental health and resilience;*
- *learning how to recognise and build healthy relationships, including self-respect and respect for others, commitment, boundaries and consent, tolerance, and empathy;*
- *learning how to manage conflict, and also how to recognise unhealthy relationships, including bullying, coercion and exploitation;*
- *developing an appreciation and acceptance of the consequences of choices made;*
- *developing body-confidence and general self-esteem;*
- *developing the self-knowledge and strength of character to avoid, resist and manage inappropriate pressures or advances (both as exploited or exploiter)*

2. Knowledge and Understanding

- *learning about the physical and emotional changes that happen with puberty and understanding the way our bodies and feelings change as we grow and develop;*
- *learning about human sexuality, reproduction, sexual health and contraception; learning about contraception and the range of local and national sexual health advice, contraception and support services;*
- *developing awareness of the realities and impact of sexual exploitation and abuse, pornography, domestic violence and sexual bullying, the associated legal frameworks and the support systems available;*
- *learning about peer pressure and the pressures from digital technologies, including photo-manipulation, on body confidence, consent and expectations around sex and relationships;*
- *understanding the legal framework around RSE topics, including consent, prejudice, hate-crime, pornography and child pornography, malicious communications, bullying and coercion;*
- *risks associated with digital technologies, including cyberbully, the misuse of social media, including harassment, cyber-bullying, sexting and life-streaming, and the solutions and support that is available for when things go wrong*

For more information about our RSE curriculum, see 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 (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 Trust board

The trust board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

EAS leads the delivery of RSE. Staff delivering RSE 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 the non-statutory/non-science components of RSE

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 the headteacher.

In each Trust school, the headteacher is responsible for the teaching of RSE.

7.4 Pupils

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

8. Parents' right to withdraw

Primary schools:

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from any non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Secondary schools:

You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content,

covering topics such as friendships and how to stay safe. If you do not want your child to take part in some or all of the Sex Education lessons delivered in school, you can arrange a meeting with Mr Eastwood (Assistant Headteacher-secondary) and Mr Richard Shaw (Headteacher-primary) to discuss this further.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

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

The headteacher 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher of each Trust school through:

- planning scrutinies
- learning walks
- work scrutinies

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Director of Primary Education and Impact Trust headteachers annually. At every review, the policy will be approved by the Impact Trust Board.

Appendix 1:

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	