

Relationships & Sex Education (RSE) Policy

T.E.A.M. Education Trust



Policy Review approved by:

Trust Board

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31 Aug 2024

Other Linked Policies:

TEAM Accessibility Plan
TEAM Anti-Bullying Policy
TEAM Behaviour Policy
TEAM Careers Guidance Policy
TEAM Child Protection Policy
TEAM SEND Policy
TEAM Supporting Students with medical conditions Policy
TEAM Trips & Visits Policy
GDPR Documents 1, 2, 5, 6 & 7

Version History

Version	Date	Detail	Author
1	7.5.20	Original document	C Briggs
2	12.05.21	Amendments to clause 6.7 to enable SEND school principal to override a parent request for their child to withdraw from SRE lessons, and, 6.8 addition of an Equality and Inclusion statement. This policy has been shared with staff and parents with a full consultation plan implemented with no concerns reported. Awaiting approval from Trustees to complete the consultation process hence amends shown in red. Red text removed following Trustee approval on 25.5.21	C Briggs/R Watson
3	09.05.22	Document renamed from Sex and Relationships Education. Section 1: Statutory Requirements have been edited to reflect current guidance. Section 2: Policy Development section has been added to show this document has been developed in consultation with parents.	R Watson
4	18.05.23	Addition of Section 1 Aims (new section) and subsequent re-numbering of sections Grammatical changes to Sections 2 and 3 Additions to Section 6 – signpost to appendix and specific notes on Primary education Section 7 addition of new content in 7.1, all of 7.2 and 7.3 7.2 Renamed e-safety to Online Safety and amended process for reporting 8.5 Addition of information relevant to staff including note to add the staff names of those teaching RSE Section 9 - Updated right to withdraw in line with national guidance Section 11 additions Section 12 additions	MMO

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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 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

As a Trust, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't 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. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Quality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At TEAM Education Trust, we teach RSE as set out in this policy.

3. Policy Development

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

1. Review – staff working on the development of the curriculum and policy collated all relevant information including relevant national and local guidance.
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a consultation meeting to discuss the policy.
3. Ratification – once amendments were made, the policy was shared with the Trust Board and ratified

4. Definition

SRE involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It also provides input to support with the emotional, social and cultural development of the students as well as preparing them for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood. It is lifelong learning about moral and emotional development. It is also about the importance of a stable and loving relationship for family life, respect, love and care. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate.

We have a duty under the Equality Act 2010 to ensure our teaching is accessible to all our children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT+).

Our inclusive sex and relationship education fosters good relationships between students, tackles all type of prejudice – including homophobia – and promotes understanding and respect.

Sex and Relationships Education is delivered within the aims and philosophy of the Trust and the agreed framework for the overall pastoral care of the students.

5. Objectives

The RSE curriculum seeks to educate students on the following subjects/aspects linked to healthy living:

- To understand the basics of human biology and the reproductive system
- To provide opportunities to consider what factors are an essential part of developing stable and loving relationships
- To develop students' confidence and self-esteem to help them to be able to form stable and loving relationships
- To develop students' knowledge about sexual health, safe lifestyles and risky behaviour
- To develop students' knowledge and understanding about sexual health and relationship services that are available, and to ensure that they know how to access these services
- To provide opportunities for students to develop an understanding of and respect for difference, including gender, sexuality, disability, culture, beliefs and ethnicity.
- For students to be aware of unacceptable behaviour, and their statutory rights
- To enable students to develop the skills necessary to protect themselves from exploitation
- To educate pupils about online safety and the risks associated with 'Sexting'
- To provide students with the opportunities to develop a greater understanding of the consequences of decisions and actions
- To develop student's awareness of safety within relationships and promote understanding of domestic violence
- To ensure students are aware of the implications of unprotected sex and understand how to deal with this situation
- To expose students to the LGBT+ material and promote tolerance, acceptance and appreciation of differences
- To signpost students to key bodies within Derbyshire, Nottinghamshire and the surrounding area who can provide help, advice and guidance on matters of a sensitive nature.
- To champion inclusive and collaborative working environments so all pupils feel secure and have the ability to make progress
- To develop parental awareness of what sex and relationships education is available through school, and outside agencies.

6. Curriculum

We have developed the curriculum taking into account the needs and feelings of the students – including those with Special Educational Needs and Disabilities (SEND). If students ask questions outside the scope of our curriculum, staff will respond in an appropriate manner so that students are fully informed and don't seek answers online.

Our concepts, skills and essential attributes are set out in Appendix 1.

The TEAM RSE curriculum has 3 main elements

1. attitudes and values
2. personal and social skills
3. knowledge and understanding

The combination of all three are important, for a balanced RSE programme.

Primary sex education will focus on:

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

6.1 Attitudes and values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision-making.

6.2 Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse.

6.3 Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy; and
- Learning about contraception and a range of local and national sexual health advice, contraception and support services

7. Delivery of RSE

7.1 Curriculum Delivery

RSE will mainly be taught as part of the personal, social, health and economic (PSHE) curriculum, however biological aspects will be taught within the science curriculum, and some aspects will be included in the religious education curriculum. See curriculum maps and long-term plans for design of RSE Curriculum

Across all key stages students will be supported to develop their knowledge towards the NC end points, whilst developing the following skills:

- Communication – including how to manage relationships and emotions.
- Recognising and assessing potential risks
- Assertiveness

- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a lifestyle
- Managing conflict
- Undertaking discussion and group work

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

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

For more information on the concepts, essential skills and attributes, refer to Appendix 1.

7.2 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of adaptation required

7.3 Use of Resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7.2 Online Safety

Within the Trust, online safety is seen as an integral part of our responsibility to ensure that all pupils are kept safe in school.

We are committed to the safe and responsible integration of technology throughout our schools and recognise technology as a valuable tool across the curriculum for all our pupils.

We understand the importance of ensuring that our pupils remain safe whilst using ICT technology, the internet, and social media. Positive messages about the safe use of technology and social media platforms will be delivered across the curriculum including RSE, to ensure this knowledge is embedded within our pupils. Staff will teach pupils strategies for keeping themselves safe and make them aware of how to report issues linked to e-safety.

Within TEAM, staff are required to identify, assess and reduce (where possible) any risks and levels of harm to the pupils or the liability of the school. All pupils who use the internet or other ICT technology and social media platforms will have parental consent to use it and will be closely monitored in their use of it at all times. Otherwise, this will be adult led to ensure appropriate and safe use is maintained at all times.

All staff have a responsibility to record issues relating to the use of IT via CPOMs. Where issues have arisen, staff will be expected to notify either the designated online safety officer, a DSL or the Principal, immediately following a concern.

8. Roles and Responsibilities

Responsibility for ensuring that SRE takes place across the school are as follows:

8.1 The Board of Trustees

The Trustees have a responsibility to ensure that all schools within the Trust meet the expectations of the statutory guidance.

8.2 The Chief Executive Officer

The role of the CEO is to:

- Approve the policy after consultation with stakeholders, as necessary

- Work with the Principals to ensure they can implement the policy across their school
- Report to the board of trustees on any issues with its implementation across the trust

8.3 The Local Governing Body

The Local Governing Body is responsible for supporting the implementation of the policy within their school and to report any issues to the CEO if they occur.

8.4 Principals & Senior Leaders

The Principals, and Senior Leaders are responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science elements of the RSE curriculum.

8.5 All Staff

Staff are responsible for;

- Delivering RSE in a sensitive way – they do not have the right to opt out of teaching RSE. Staff who have concerns are encouraged to discuss these with their Principal
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science elements of the RSE curriculum

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 Principal.

The following staff teach RSE in the school:

MODEL VILLAGE	STUBBIN WOOD	WHALEY THORNS	NEW SCHOOL
Alan Brown leads all staff		Charlotte Butcher	
Laura Brooks RSE Lead		Cameron Wilson	
Laura Brooks PSHE Lead			

8.6 Students

Students are expected to engage fully in RSE sessions and at all times to treat each other with respect and sensitivity.

9. Parents Rights to Withdraw

For Primary school age children, parents do not have the right to withdraw their children from relationships or health education. Parents have the right to withdraw their children from all or part of the non-statutory/non-science components of sex education within RSE.

For Secondary school age children, parents have the right to withdraw their children from all or part of the non-statutory/non-science components of sex education within the RSE curriculum – up to 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 to the Principal of the school.

A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents/carers and take appropriate action in response to their request with alternative work being given to students who are withdrawn from RSE sessions.

It should be noted by parents that as a SEND school, the Principal has the right to decline the request of a parent to withdraw their child if the Principal believes it is deemed in the child's interests to do so, or if the child is at unusual risk from sexual activity or sexual exploitation.

10. Equality and inclusion

Lessons should be planned to ensure that pupils of differing abilities, religious faiths, and sexual orientation are appropriately catered for, and negative stereotypes are suitably challenged. The curriculum must be inclusive and should celebrate differences.

11. Staff Training

The Trust in collaboration with individual schools will provide appropriate training and development days for teachers. Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Principal may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring

The delivery of RSE is monitored by Principals through:

- The review of planning
- The review of student's work, including as part of moderation activities
- The undertaking of learning walks
- Discussions with staff about student's development as demonstrated through internal school assessment systems
- Stakeholder voice
- Trust Internal and External Quality Assurance

This policy will be reviewed by the Director of Education & Achievement annually. At every review, the policy will be approved by the Trust Board.

Appendix 1 – SRE Concepts and essential skills and attributes

Overarching concepts developed through the Programme of Study		
<p>1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)</p> <p>2. Relationships (including different types and in different settings, including online)</p> <p>3. A healthy (including physically, emotionally and socially), balanced lifestyle (including relationships, work-life, exercise and rest, spending and saving and lifestyle choices)</p> <p>4. Risk (identification and how to manage) and safety (including behaviour and strategies to employ in different settings, including online)</p> <p>5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)</p> <p>6. Rights (including universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)</p> <p>7. Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)</p> <p>8. Power (how it is used/encountered in a variety of contexts; through behaviours including bullying, persuasion, coercion and how it can be challenged or managed)</p>		
Essential Skills and Attributes developed through the Programme of Study		
<p>Personal effectiveness</p> <ol style="list-style-type: none"> 1. Self-improvement 2. Resilience 3. Self-regulation 4. Recognising and managing peer influence and the need for peer approval 5. Self-organisation 6. Strategies for identifying and accessing appropriate help and support 7. Clarifying own values and re-evaluating values and beliefs 8. Recalling and applying knowledge creatively and in new situations 9. Developing and maintaining a healthy self-concept 	<p>Interpersonal and social effectiveness</p> <ol style="list-style-type: none"> 1. Empathy and compassion 2. Respect for others’ right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others 4. Skills for employability, including <ul style="list-style-type: none"> - Active listening and communication - Team working - Negotiation - Leadership skills - Presentation skills - Enterprise skills and attributes - Valuing and respecting diversity - Using these skills and attributes to build and maintain healthy relationships of all kinds 	<p>Managing risk and decision-making (integral to all of the above)</p> <ol style="list-style-type: none"> 1. Management of positive and negative risk to self and others 2. Formulating questions 3. Analysis 4. Assessing the validity and reliability of information 5. Identifying links between values and beliefs, decisions and actions 6. Making decisions