

## **CURRI-03-RELATIONSHIPS & SEX EDUCATION-00**

### **1 INTRODUCTION**

- 1.1 The aims of Relationships and Sex Education (RSE) at the Trust 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
  - Create futures for healthy and safe students
  - Create a curriculum that helps students to develop the core values of courage, kindness, honesty, determination and humour.
- 1.2 The Trust must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).
- 1.3 In teaching RSE, the Trust is required by our funding agreements to have regard to [guidance](#) issued by the Department for Education as outlined in Section 80A of the Education Act 2002 and section 403 of the [Education Act 1996](#).
- 1.4 The teaching of RSE is in line with requirements of schools in law according to the Equality Act 2010 and the Keeping Children Safe in Education statutory guidance.

### **2 ROLE OF TRUST BOARD AND COMMITTEES**

- 2.1 This policy has been developed in conjunction with the Quality of Education Committee.
- 2.2 The Quality of Education Committee will approve the RSE policy and hold the Principal to account for its implementation.
- 2.3 This policy is to ensure compliance with the legal responsibilities of the Trust and staff to deliver a RSE curriculum that meets the requirements of the government statutory guidance

### **3 ROLE OF PRINCIPAL AND SENIOR LEADERSHIP TEAM**

- 3.1 The Principal is responsible for ensuring that RSE is taught consistently across the Trust, alongside the RSE Lead, and for managing requests to withdraw pupils from sex education components of RSE that are not taught in science.

### **4 POLICY DEVELOPMENT**

- 4.1 This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:
- Review – the Lead for RSE pulled together all relevant information including relevant national and local guidance



- Pupil consultation – the RSE Lead investigated what exactly pupils wanted from their RSE through working groups involving all year groups.
- Parent consultation – parents were invited to attend a meeting about the RSE curriculum and policy
- Staff consultation – all staff were given the opportunity to look at the policy and make recommendations
- Ratification – once amendments were made, the policy was shared with the Trust Board and ratified

## **5 DEFINITION**

- 5.1 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.
- 5.2 RSE involves a combination of sharing information and exploring issues and values.
- 5.3 RSE is not about the promotion of sexual activity.

## **6 CURRICULUM**

- 6.1 The topics of assemblies and drop-down days (DDD) are in the Appendix CURRI-A03-1-Relationships & Sex Education-Assembly and Drop down days-00, but The Trust may need to adapt it as and when necessary.
- 6.2 The Trust 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 students are fully informed and don't seek answers online.



## **7 DELIVERY**

7.1 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

7.2 The delivery of the RSE curriculum will take place in curriculum lessons where appropriate (Science, Computer Science, Food, Physical Education, Religious Studies); through two three-hour drop-down-days per year group every year; and two assemblies per year group every year (including E-safety assemblies).

7.3 For more information about our RSE curriculum, see Appendices CURRI-A03-1-Relationships & Sex Education-Assembly and Drop down days-00 and CURRI-A03-2-Relationships & Sex Education-Planned Teaching Topics -00.

7.4 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)

## **8 RSE CURRICULUM FOR STUDENTS WITH SEND AND VULNERABLE STUDENTS**

8.1 All content will be differentiated appropriately for pupils with special educational needs and disabilities and where possible all pupils will remain with their class for RSE lessons.

8.2 Some students will receive the support of an LSA during their RSE lessons.

8.3 The RSE Lead will meet with the SENCO and Pastoral team at the start of each academic year (and throughout where necessary) to identify any sensitive topics which could make accessing the lesson harder for certain vulnerable students or SEND students so that appropriate preparation and provision may be provided for that student(s).

8.4 The SENCO and RSE Lead will make the relevant plans at the start of each academic year, in consultation with parents.

## **9 STAFF**

9.1 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 the sex education components of RSE

9.2 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.

9.3 All staff involved in the delivery of RSE will receive training from the RSE Lead before teaching content.

## **10 PARENTS' RIGHT TO WITHDRAW FROM RSE**

10.1 Parents have the right to withdraw their children from the sex education components 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 Trust will arrange this.

10.2 Requests for withdrawal should be put in writing using the form found in Appendix CURRI-A03-3-Relationships & Sex Education-Parents form for withdrawal from sex education within RSE - 00 for this policy and addressed to the Principal.

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

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

## **11 MONITORING ARRANGEMENTS**

11.1 The delivery of RSE is monitored by the RSE Lead

- All lesson content will be provided for members of staff teaching RSE by the RSE Lead
- The RSE Lead will look over any content being delivered by visitors before the content is presented to students
- Observations of lessons
- Checking students' self-evaluation forms

11.2 Pupils' development will be monitored through self-evaluation forms.



**12 AUTHOR**

12.1 The author of this policy is the RSE Lead. They should be contacted for any points of clarification or suggested future amendments.

**13 VERSION CONTROL**

<b>Policy Number</b>	CURRI-03
<b>Policy Name</b>	Relationships & Sex Education
<b>Version Number</b>	00
<b>Publication Method</b>	External  A copy of this policy must also be in U:\Staff Information\Policies\CURRICulum Policies
<b>Approved by</b>	Quality of Education Committee
<b>Date of Approval</b>	April 2022
<b>Key changes since previous version</b>	1. Reformatting to current standards
<b>Next Review Date</b>	March 2025