



## Relationship and Sex Education Policy

**Last Reviewed:** 3 September 2022

**Next Review Due:** 3 September 2024

**Adopted by:** The CEO on 3 September 2022

The HEART Education Trust Documents Review Record:

<b>Version:</b>	<b>Date Amended:</b>	<b>Amended By:</b>
1.1	1 April 2020	C Paterson
1.2	8 June 2020	C Paterson
1.3	8 June 2020	H Cubbage
1.4	21 July 2021	C Paterson
1.5	21 July 2021	H Cubbage
1.6	3 September 2022	H Cubbage

## Contents

<b>1. Aims</b>	4
<b>2. Statutory requirements</b>	4
<b>3. Policy development</b>	4
<b>4. Definition</b>	4
<b>5. Curriculum</b>	5
<b>6. Delivery of RSE</b>	5
<b>7. Roles and responsibilities</b>	6
7.1 The Executive Board	6
7.2 The Academy Headteachers	6
7.3 Educational Staff	6
7.4 Pupils	6
<b>8. Parents' right to withdraw</b>	6
<b>9. Training</b>	7
<b>10. Monitoring arrangements</b>	7

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## 1. Aims

The aims of relationships and sex education (RSE) at the Trust academies 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 primary academies, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. Whilst we do not have to follow the National Curriculum, 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 our Trust, we teach RSE as set out in this policy.

## 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 Executive Board 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.

The Trust does not tolerate any form of sexual harassment or sexual abuse either in school or online. We ensure children know and understand what sexual harassment is, what sexual abuse looks like, and what to do if they suffer any form of it. We directly teach this through our PSHE/RSHE lessons (see our PSHE/RSHE Curriculum).

The definitions used by the Department for Education (DfE) are as follows:

**Child-on-child sexual abuse:** this term includes sexual violence, sexual harassment, upskirting and sexting (also known as ‘youth-produced sexual imagery’).

**Sexual harassment:** unwanted conduct of a sexual nature that can occur online and offline, which includes the following:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;
- Sexual “jokes” or taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This may include the following:
  - Non-consensual sharing of sexual images and videos
  - Sexualised online bullying
  - Unwanted sexual comments and messages, including on social media
  - Sexual exploitation, coercion and threats.

**Sexual violence:** the sexual offences of rape, assault by penetration and sexual assault.

**Harmful sexual behaviour:** an umbrella term for problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage.

## 5. Curriculum

Our Trust Curriculum (as amended from time to time) has been developed 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

## 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).

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex education is taught as a discrete subject. You will be informed when these lessons are taking place. You have a right to withdraw your child from sex education but not from the RSE curriculum (see section 8).

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 Executive Board**

The Executive Board will approve the RSE policy, and hold the Academy Headteachers to account for its implementation.

### **7.2 The Academy Headteachers**

The Academy Headteachers are responsible for ensuring that RSE is taught consistently across their academies, and for managing requests to withdraw pupils from the discrete sex education lessons (see section 8).

### **7.3 Educational Staff**

Educational 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 discrete sex education lessons.

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 Academy Headteacher or the Trust's HR Department.

### **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**

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

Parents' have the right to withdraw their children from the discrete sex education lesson.

Requests for withdrawal should be put in writing using the form available on the Trust website or available at the school office.

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 Academy Headteachers 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 senior leaders through planning scrutiny, learning walks, book looks and pupil progress meetings.

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

This policy will be kept under regular review by the Trust's PSHE subject specialist.