



# Relationship and Sex Education Policy

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# DOCUMENT CONTROL

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1	July 2020	New policy created	Sarah Gill

## 1. AIMS

The aims of sex and relationship education (RSE) 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
- Ensure the delivery of RSE is factual, sensitive and balanced. Staff will avoid the imposition of personal opinion. Instead they will stay focused on the social, moral, spiritual, health and education aspects of the topics.
- RSE promotes meaningful, loving and healthy relationships

The RSE policy is underpinned by the ethos and values throughout the school.

## 2. STATUTORY REQUIREMENTS

Under the Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All maintained secondary schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2019)
- Children and Social Work Act (2017)

### 3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents.

### 4. DEFINITION

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. At Trinity House Academy RSE is centred on personal safety, caring for others and building strong family relationships. This is coupled with teaching students about sexual health (including safe sex), and sexuality.

Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. RSE at Trinity House Academy is intended to help students learn about relationships, emotions, sexuality and sexual health. 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 at Trinity House Academy will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

**SRE is not about the promotion of sexual activity.**

### 5. DELIVERY OF RSE

Jigsaw is a Personal, Social, Health Education (PSHE) programme used in HeadStart Hull primary and secondary schools. This programme offers a comprehensive, carefully thought-through, age appropriate, Scheme of Work bringing consistency and progression to students' learning in this vital curriculum area. It also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year. (See Appendix 1)

<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Being Me in My World</b>	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established
<b>Celebrating Difference</b>	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
<b>Dreams and Goals</b>	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Healthy Me</b>	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Relationships</b>	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Changing Me</b>	Includes Relationships and Sex Education in the context of coping positively with change

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. This may be in lessons or tutor learning time. (See Appendix 1 for specific topics)

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing 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 healthy lifestyle
- Managing conflict
- Discussion and group work.

Across the faiths, there is obviously some variation in attitudes and outlooks in regard to Relationships and Sex. The teaching of RSE at Trinity House Academy is respectful of all cultural and religious differences.

The teaching of RSE at Trinity House Academy is in line with outcomes outlined within the ECM framework, specifically, “Be Healthy” & “Stay Safe”.

## 6. ROLES AND RESPONSIBILITIES

### 6.1. The Academy Advisory Board

The academy advisory board has delegated the approval of this policy to Captain Watts, designated AAB member and the Principal.

### 6.2. The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 7).

### 6.3. Staff

#### The Teaching of Relationships and Sex Education

RSE will be taught across the curriculum but specifically in Life/PHSE and science. Form tutors, teachers and external professionals may also deliver elements of SRE and certain aspects of the programme.

Staff are guided by the Fraser Guidelines\*, which provide guidance for health and education professionals and details of these are provided in the DfE Relationships and Sex Education (2019) guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Relationships Education – Primary <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

We make it clear to pupils what our procedures are with regard to confidentiality. Similarly, if questions are asked in class or in assembly adults will follow agreed practice based on DfE guidance 2019. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

In the instance of a disclosure, staff will consult with the designated safeguarding lead Mrs Waterman and in their absence the deputy safeguarding Lead / Head of Academy or Principal.

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 components of RSE

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive. Staff will use their judgement in discussion depending on understanding and maturity level of learners.
- Use their professional judgement as to answering questions in front of the whole class or individually taking into account the Child Protection Policy and Safeguarding Policy.
- Encourage learners to ask their parents/carers any question outside the planned programme.
- Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Have designated adults that learners know of to go to if they wish to talk.

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.

#### **RSE resources:**

RSE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased messages
- Age and understanding appropriateness.

## **6.4.Pupils**

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

## **7. PARENTS' RIGHT TO WITHDRAW**

The new legislation brought in through the Children and Social Work Act 2017 brought important changes in relation to parental rights to withdraw children from school RSE:

1. Parents will not be able to withdraw their child from relationships education in primary school or secondary school.

2. At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science). **However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16).**

3. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record and on CPOMS. The Principal will discuss the request with parents and take appropriate action.

4. Alternative work will be given to pupils who are withdrawn from RSE.

## 8. TRAINING

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

School nurses or sexual health professionals, may provide support and training to staff teaching RSE.

## 9. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Shauna Jordan through:

- *Regular learning walks,*
- *Ongoing review of curriculum and delivery of content, in line with local priorities.*

The PHSE/ RSE team plan and monitor the delivery of the RSE programme and ensure that all aspects of RSE are covered as defined in government guidance especially the National Curriculum for PSHE- "personal wellbeing". The programme is reviewed on an annual basis.

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

As part of effective RSE provision, this policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

## 10. APPENDICES

### Appendix 1



PHSE-RSE  
Overview.docx