



Relationships and Sex Education Policy

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Annually reviewed prior to issue

Note on interpretation of TLT policies

All Together Learning Trust (TLT) policies are written and intended for use at individual school level.

This means that for employees whose role involves working directly for TLT (as part of the central team) references in the policies to the Principal, Headteacher or Head of school should be interpreted throughout as relating to the Chief Executive Officer (CEO) or Executive Leadership Team member of TLT. References to the Governing Body (or Chair of Governors) should similarly be interpreted as relating to the TLT Trustee's Board (or Chair of Trustees). This is in accordance with the line managers that are designated in TLT job descriptions and the TLT Scheme of Delegations.

(Please refer to any flowcharts in the appendices of policies for further clarification).

VISION

Relationships and sex education will ensure that young people are informed and prepared for happy relationships and healthy lives.

At Together Learning Trust RSE is embedded within the PSHCE programme. PSHCE stands for Personal, Social Health and Citizenship Education and in all secondary trust schools it is delivered through iGen, iD, iDays and the assembly programme. It helps to provide students with the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.

At primary age, RSE is taught within the personal, social health and economic (PSHE.) curriculum and in other areas of the curriculum such as assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).

The school provides relationships and sex education to support parents/carers in fulfilling their responsibility.

However, if parents/carers are not happy with the school's provision in its' PSHCE curriculum with regard to the 'sex' element of the course they have the right to withdraw their child/children from those aspects having met with the Headteacher.

Equality

This school delivers RSE with regards to the *Equality Act 2010* and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation, We recognise that children have varying needs regarding RSE depending on their circumstances and background. The schools believe that all people should have access to RSE that is relevant to their particular needs.

Defining Relationships and Sex Education (RSE)

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. ([DfE Guidance 0116/2000 Updated July 2019](#))

The Aims of Sex Education

Based on the above definition the aims of RSE in our trust schools are:

- To enable our pupils to better understand the nature of human relationships;
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- To understand the importance of stable, long term relationships for family life and bringing up children.

In this school RSE has three main elements, all of which are important for a balanced RSE programme:

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;
- developing critical thinking as part of decision-making.

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;
- learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

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

Moral Dimension:

The schools recognise that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The schools recognise that RSE is fraught with certain difficulties and whilst it acknowledges different lifestyle choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

Content of the schools RSE programme:

The content of the schools' programme is based on the National Curriculum Science Order and the guidance for PSHCE contained in the National Curriculum Handbook for Teachers. Here is a summary of that content as set out in the DfE's Guidance 0116/2000, the PSHCE Framework and the National Curriculum Science Order.

The schools recognise that RSE must be taught at all Key Stages and appears in each Year's PSHCE programme. The schools' curriculum offer (online) clearly states that RSE will be part of the PSHCE programme. SEN students are given additional support/ guidance on RSE within the SEN provision. Parents/carers wishing to see the RSE programme, the materials used and/or the PSHCE programme of study may do so by contacting the school office (for primary schools) or iGEN/iDays co-ordinators.

The outcomes for RSE in the Secondary phase are clearly set out in DfE guidance 0116/2000 July 2019 update and through its curriculum the school seeks to deliver these outcomes:

3.5 At secondary school level, sex and relationship education should prepare young people for an

adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within sexual and personal relationships;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment;
- know how the law applies to sexual relationships.

Sex Education in primary schools

- Sex education is not compulsory in primary schools from September 2020 (DfE, para 65/page 23).
- The DfE *recommends* that all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes key facts about:
 - puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes;
 - menstrual well-being including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20).
- All teaching is sensitive and age appropriate in approach and content.
- Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.
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Parents/carers will be:

- Consulted about the content, organisation and delivery of the sex education programme.
- Given the opportunity to share their views on the lesson(s).
- Informed in advance of the content of sex education lessons and be able to view the main resources used.
- Encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.

- Given clear guidance on how to request the withdrawal of their child from sex education.

The delivery of RSE

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in our schools is based on good relationships and in this regard RSE is supported by the schools' behaviour management policy. In our secondary schools, it is the responsibility of the Science departments' staff to deliver the National Curriculum Science Order according to the Scheme of Work. Where specific sex education occurs, which is outside or beyond the National Curriculum Science Order, the school has a team of teachers/ visiting specialists (trained specifically to deliver RSE within the secondary context). At both primary and secondary, RSE is delivered as part of the school's PSHCE programme and can be identified clearly within the schools' programme for each year.

Methods of teaching and resourcing

In our primaries, RSE is taught within the personal, social health and economic (PSHE.) curriculum and in other areas of the curriculum such as assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).

In our secondaries, RSE is delivered through iGen and iDays utilising a range of resources, discussions and activities. In Year 7 and Year 8 the focus is on identity, character, environmental responsibility, personal safety, homelessness and healthy relationships explored through the books *I Am Malala* (Malala Yousafzai), *Refugee Boy* (Benjamin Zephaniah) *Malamanda* (Thomas Taylor) and *Stone Cold* (Robert Swindles). Lessons are taught by the form tutors and through themes in the assembly programme.

Year 9 and 10 fortnightly tutor-led lessons centre around the books *We Are All Made of Molecules* (Susin Nielsen), *The Art of Being Normal* (Lisa Williamson), *Maze Runner* (James Dashner) and *Mind the Gap* (Phil Earle) and explore a wider range of topics, including managing changes in relationships; attraction; gender; teen pregnancy; self-esteem; image responsibilities; grief; community and teamwork.

In addition, Year 9 have more focused time on iDay to learn about consent, coercion, contraception and STIs. These sessions are delivered by trained staff with a range of school and LA produced resources and include discussion, tasks and film clips. These topics are revisited in Year 10.

A wide range of books echoing the themes of the focus novels are available in the Learning Resource Centre.

Themes are also covered in other subjects, including PE (year 7 recap on puberty and period hygiene), RS (year 8: Marriage and other stable relationships), Ethics (year 10: Fertility and abortion)

Monitoring and evaluating RSE

RSE will be monitored by the schools' iGEN/iDays Co-ordinators, SLT Links and Trust Senior Director. It is their responsibility to:

- Ensure that RSE occurs in the school's curriculum according to the schemes of work for PHSE;
- Monitor the use of teaching and learning styles;
- Monitor the use of teaching materials;
- Evaluate the effectiveness of the school's programme

The co-ordinators and SLT link will be given time to monitor and evaluate the schools RSE programme as it occurs in the schools' schemes of work for each Key Stage.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion-based lessons with pupils:

- no one (teacher or student) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter.

Visitors contributing to RSE

As part of a planned module of work the schools will invite in local experts on issues relating to RSE as well as using health and other professionals associated with the school. All schools external visitors will be asked to conform to the following:

- visitors contributing to RSE will do so at the invitation of the schools and will be qualified to make an appropriate contribution.
- visitors must agree with the aims of the schools in delivering its policy on RSE;
- when in class visitors will be supervised by a member of school staff, who will be present at all times;
- visitors will follow the schools' child protection procedures if a disclosure occurs within the classroom setting;
- visitors will know and understand where their contribution fits into the schools' programmes for RSE and PSHCE.

Services to Young People provided by the school

The schools provide services for its young people. These services are provided by health and other professionals attached to the school. This includes access to Mental Health Support, Counselling and Student Social Workers. The Local Community Nurses provide drop-in clinics for pupils.

It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct:

Health professionals

Outside the teaching situation, health and local authority professionals can:

- give one-to-one advice or information to a pupil on a health-related matter including contraception;
- exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

The criteria for making such a decision are based on the 'Fraser guidelines' and can be found in guidance issued jointly by the Health Education Authority, the British Medical Association, Brook Advisory Centers and others. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment).

(Circular 0116/2000)

Parental/Carers rights to withdrawal from RSE

As stated above parents/carers have the right to withdraw their pupils from RSE that falls outside the National Curriculum Science Order. They do so in writing to the Head of School. When the Head of School receives such a letter, he/she will invite the parents to a meeting, at which the Head of School will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible the pupil will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided.

Parents/carers will be given the DfEE support pack for parents who withdraw their children for RSE as presented in the school's basic curriculum. The right to withdrawal will be made clear in the school's prospectus. A copy of this policy will be made available to all parents/carers who request it at the cost of photocopying, or it will be e-mailed to them if required in Word 6 format.

Policy review

The school's governing body forms the RSE policy and it will review this policy every three years from the date below. In reviewing the policy it will consult the following groups:

- parents/carers;
- staff;
- pupils;

The school will do this by forming focus groups that will look at the policy and its effectiveness.