
RELATIONSHIPS & SEX EDUCATION POLICY



RÆDWALD
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RELATIONSHIPS & SEX EDUCATION POLICY

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1. Purpose

This policy has been written in accordance with the Statutory Guidance from the Department for Education (DfE) and in consultation with stakeholders from across the Raedwald Trust. It sets out to explain how the academy delivers Relationship and Sex Education (RSE) and the principles behind this which promote the safeguarding of all pupils at all times in a range of situations.

It is important that pupils are taught and understand about responsible choice and emotional wellbeing as they prepare for adulthood. Our aim is to develop RSE in a holistic way which encompasses a range of topics that are related.

Raedwald Trust committees are committed to:

The importance of educating young people to reflect upon their own feelings and values in order to understand and respect the feelings and values of others.

Empowering individuals to take responsibility for their choices and decisions, and the associated outcomes for their physical, emotional and mental wellbeing throughout their life and to prepare students to develop caring, stable relationships.

2. The Rationale

As set out in the Department for Education's Government's guidance: 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2020), the focus of much of what we do at First Base Ipswich is around *"teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."*

These building blocks are part of the fabric of our curriculum. We will endeavour to teach the pupils in our setting, throughout every school day:

What a relationship is,

What a friendship is,

Who can support them (the pupils).

We continue to use the DfE definition of sex and relationships education; 'It is the 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' (DfEE 'Sex and Relationship Guidance', 2000). The current terminology has been changed from 'Sex and Relationships Education' to 'Relationships and Sex Education' in recognition of the foundational importance of positive and healthy relationships to the

understanding of sex education. This change in terminology is reflected in the government's recent guidance outlining the statutory duty on schools to provide this aspect of the curriculum.

We believe it is important to deliver RSE as part of the curriculum because:

Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. RSE goes beyond the biological aspects and addresses the emotional, moral and ethical issues as well as explaining the physical processes and changes that take place. It is important that young people are helped to learn respect for themselves and for others and are able to move with confidence through adolescence and into adulthood in 21st Century Britain. It will also promote the responsible use of Social Media and the Law.

Relationships and sex education provides our students with the ability to have the fundamental knowledge necessary to express themselves freely and safely in an environment which promotes a positive body image based in respectful relationships with others.

We are required to teach RSE because:

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.

It is essential for the following reasons:

Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.

Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. The Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) aspects of PSHE education will be compulsory in all schools from 2021.

A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

3. Equal Opportunities and Inclusion

In order for the policy to remain relevant it should be reviewed annually, taking into account the current demographic of the school including the:

Number, age, background, culture, faith, difference and diversity, discrimination, gender, race, religion, sexuality and ability of the current group of pupils attending the school. Local health data will be used to support provision as well as student, parent, staff and governor consultation.

In addition all pupils attending a Raedwald Trust Academy will receive RSE at a level that is appropriate to them to meet their individual needs.

4. Curriculum

Depending on the placement at First Base, the children will undertake elements of the RSE curriculum at certain points. However, on successful completion of the Springboard, Building Pathway or Next Steps pathway, the children will have been taught aspects following:

Caring friendships

Respectful relationships

Being safe

Mental wellbeing

Healthy eating

Health and prevention

Specific thought will be given to the particular needs and vulnerabilities of the pupils in our care.

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).

Content will always be made accessible to all children, including those with SEND. At First Base Ipswich, we will ensure we comply with relevant requirements of the Equality Act 2010.

The RSE curriculum is designed to ensure that our students learn the knowledge and are taught the life skills they will need to stay safe and to develop healthy and supportive adult relationships; learning particularly how to deal with the challenges of growing up in an online world. RSE is lifelong learning about physical, moral and emotional development. It is about understanding the importance

of relationships for successful family life, recognising stable and loving relationships in all their forms and promoting respect, love and care.

It is also concerned with the teaching of sex, sexuality, and sexual health as part of a loving and trusting relationship: creating a positive culture around issues of sexuality and relationships. It is not, however, about the promotion of sexual orientation or sexual activity. The curriculum prepares pupils for puberty and gives them an understanding of sexual development and the importance of health and hygiene. It teaches students the correct vocabulary to use to describe themselves, their bodies and their relationships.

Statutory Guidance from the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education states that pupils will receive the following content:

By the end of primary school pupils should have covered:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online Relationships
- Being Safe

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

- Families
- Respectful relationships, including friendships
- Online and Media
- Intimate and sexual relationships, including sexual health

RSE is included in the PSHE curriculum which is delivered across all key stages and also includes Health Education topics such as:

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| -Mental wellbeing | -Internet safety and harm |
| -Physical health and fitness | -Healthy eating |
| -Drugs, alcohol and tobacco | -Health and prevention |
| -Basic First Aid | -Changing adolescent body |

Curriculum Overview – An overview of which topics are taught when can be found in appendix 1.

Pupils will be taught in mixed groups on most occasions; however some sessions will be single sex where deemed appropriate.

5. Delivery

This is supported by the teaching and reminding of our core values: Kindness, Curiosity, Resilience and Reflection; our weekly PSHE lessons – which take objectives from the SEAL programme; and any additional ad-hoc learning that needs to be covered if there are gaps in children’s emotional learning. We use Thrive to assess children’s attainment and progress, as well as take objectives and activity ideas to progress children’s knowledge and skills. On our Springboard pathway, these lessons happen once a week. For our Building pathway, these lessons happen at least twice weekly. These lessons are planned for by the class teacher, but may be delivered by our learning and progress team. Each child’s progress against the SEAL and Thrive objectives is monitored on a half-termly basis. The Headteacher or Head of school will monitor delivery, planning and assessment of the RSE curriculum.

Pupils will be taught by qualified and trained members of staff.

Pupils will be taught within weekly PSHE lessons and supported by further work in other subject areas, form time, Awareness Days and across the ethos of Trust.

6. Staff Approach and 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 Headteacher and/or Head of School will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching Relationships Education.

Staff delivering RSE throughout the curriculum will have regular training to update them with the most current information and legislation. It will also address the most up to date social influences and how to address these appropriately.

Staff will approach and deliver RSE in an unbiased and objective way within the boundaries of current National guidance provided by the government and the PSHE Association.

On occasions we will use outside agencies with specific expertise to support our broad and balanced curriculum. These adults will be subject to checks.

7. Withdrawal and Procedure

Primary schools are required to teach relationships and health education from September 2020, as per section 34 of the Children and Social work act 2017. You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. For more information on this, please [click here](#).

8. Monitoring and Evaluation

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

1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
3. Pupil consultation – we investigated what exactly pupils want from their Relationship Education.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

To ensure that the RSE programme is effective; is meeting the needs of students and complies with RSE guidelines, the following strategies will be used to quality assure our curriculum:

- Evaluation from students after specific topics or at the end of academic years.
- Feedback from teaching staff with regards to our schemes of work.
- Teaching staff will keep up to date with current practice and curriculum changes to ensure our teaching is relevant and appropriate.