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# RELATIONSHIPS & SEX EDUCATION POLICY

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RATIFIED BY THE TRUST BOARD IN:  
OCTOBER 2018

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## RELATIONSHIPS & SEX EDUCATION POLICY

<b>Person responsible for this policy:</b>	Angela Ransby
<b>Policy author:</b>	Angela Ransby
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<b>CEO Signature:</b>	Angela Ransby
<b>Trust Board Signature:</b>	Roger Fern

## TABLE OF CONTENTS

1. Purpose.....	3
2. The Rationale.....	3
3. Equal Opportunities and Inclusion .....	4
4. Curriculum .....	4
5. Staff Approach and Training .....	5
6. Assessment and Outcomes.....	5
7. Links to other Policies .....	6
8. Specific Issues .....	6
9. Disclosures and Safeguarding .....	6

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## 1. Purpose

This policy has been written 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.

## 2. The Rationale

*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.

*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.

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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. A comprehensive SRE 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.

*When delivering RSE consideration should be given to:*

Equal opportunities, background, culture, faith, family circumstances, SEN, EAL, difference and diversity, discrimination, bullying, gender, race, religion, sexuality, ability, disability and appearance.

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

### **4. Curriculum**

RSE is taught throughout all of the key stages every year at an appropriate level with consideration given to prior attainment and understanding. Correct names for all body parts will be used throughout the service for safeguarding purposes.

In Key Stages 3 and 4 we will be using a combination of programmes that have both been kite marked by the PSHE Association.

Topics in Key Stage 3 will be:

- Puberty and Adolescence
- Communication, Behaviour and Sexual Health
- Recognising and Managing Risk
- Healthy Relationships and Consent
- Impact of Pornography and Sexting

Topic in Key Stage 4 will be:

- Relationship Skills

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- Safer Choices
  - CSE and Grooming
  - Healthy Relationships and Consent
  - Impact of Pornography and Sexting

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

## **5. Staff Approach and Training**

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 provide by the government and the PSHE Association.

On occasions we will use outside agencies with specific expertise to support our broad and balance curriculum. These sessions will always be attained by a CSS member of staff to ensure safeguarding. Anyone to one work will only be delivered by an outside agency if parental permission has been given and DBS checks have been evidenced.

## **6. Assessment and Outcomes**

We will assess RSE and progress through the use of formative and informative assessment models. Starting point assessment must be taken at the beginning of each topic to ensure that their prior knowledge is secure.

Throughout all of the Key Stages RSE will be assessed and recorded through the academies usual processes and reviewed half termly across the PSHE curriculum to check that good progress is being made by all pupils. Where there are gaps in pupil's attainment this will be addressed through targeted interventions.

The learning outcomes of the programme will be that the pupils:

*To prepare pupils for the opportunities, responsibilities and experiences of later life including:*

*To know and understand how to make informed and safe choices.*

*To be well informed within the context of the law and their rights.*

*Understand they have the right to say no.*

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*To promote positive emotional and physical wellbeing.*  
*To know where to access appropriate help when needed.*  
*To foster a safe environment to discuss related topics.*

## **7. Links to other Policies**

The development of this policy has particular links to other policies within the Trust including:

- Equality and Diversity
- PSHCE
- Science
- Safeguarding and Child Protection
- Teaching and Learning
- E safety
- Anti-Bullying (Behaviour)

## **8. Specific Issues**

When delivering RSE lessons one may experience specific issues such as:

- Sexually explicit questioning
- Inappropriate behaviour
- Safeguarding issues based around disclosure, which may include FGM, grooming, CSE and E safety
- Parental withdrawal

These issues should be dealt with according to the specific situation and if a member of staff is unable to deal with the situation they should seek advice and assistance from a staff member senior to them.

When dealing with specific spontaneous questions it is important that the pupil feels that their question is valued and taken seriously. If any staff member is not sure how to answer to a question or it raises safeguarding issues the answer to the question should be delayed but not ignored.

In the same way inappropriate behaviour in lessons can be pre-empted by setting clear classroom boundaries within such sensitive lessons, ensuring all parties are considered and respected.

Any safeguarding issues raised should be dealt with as highlighted in The Safeguarding section.

Discussions based around learners sexuality and gender assignment / reassignment and questioning should also be dealt with sensitively and reference to specific procedures in supporting these young

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learners.

Parental withdrawal during RSE lessons conducted as part of the PSHCE framework is down to the discretion of the parent. However, open dialogue with parents and considered discussion may help in overcoming these issues. Parental involvement in the development and content of RSE should be reviewed annually ensuring views are valued and relevant. Consent from parents is requested during admission into a Raedwald Trust Academy

## **9. Disclosures and Safeguarding**

When delivering such a sensitive topic consideration should be given to the safeguarding of every child and staff member in the academy. Any disclosures made to a member of staff should be managed within the guidelines set out in the safeguarding policy.

When delivering RSE to any group, staff members should be sensitive to the pupils' background and current circumstances ensuring the pupils feel safe when dealing with sensitive topics. If a pupil is experiencing any sort of intense therapy related to sensitive issues covered in the lessons then it may be necessary to have sensitive conversation with parents and carers and on occasions withdraw the learner from some of the lessons and support them in an alternative way. Additionally consideration should be given to staff if they disclose any sensitive issues that are personal to them and be sign posted to the appropriate services and support.