
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 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.

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 2020.

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, areas of focus will reflect local need, where issues arise through feedback from safeguarding outcomes.

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

4. Curriculum

Relationships Education is taught throughout all of the key stages every year at an appropriate level with consideration given to prior attainment and understanding. RSE is introduced across Key Stages 3 & 4. Correct names for all body parts will be used throughout the service for safeguarding purposes.

In Key Stages 2, 3 and 4 we will be using a combination of programmes that have both been kite marked by the PSHE Association.

In KS2 :Topics will cover:

- Families and people who care for me
- caring friendships
- respectful relationships
- online relationships

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- being safe

Topics in Key Stage 3 will cover:

- Changing adolescent body (physical and emotional)
- Respectful communication and relationships including friendships Behaviour and Sexual Health
- Recognising and Managing Risk
- Healthy Relationships and Consent (including the law)
- Keeping safe when using online media and to raise awareness of harmful aspects of Pornography and Sexting

Topic in Key Stage 4 will cover:

- Respectful Relationship including friendships, relationships, consent and aspects of sexual health (including the law)
- Safer health choices
- Raising awareness of stages Child Sexual Exploitation and Grooming
- Keeping safe when using online and social media platforms. How Pornography and Sexting impacts on mental health
- This will include information on how the trust implements Safeguarding procedures to offer support and protect young people.

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 CCS member of staff to ensure safeguarding.

Any one 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 Relationships Education and 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.

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)
- FGM Schools Guidance

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 right for student to be withdrawn from some aspects of RSE
- student request to be included in RSE lessons two terms prior to 16th birthday if previously excluded

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 learners.

Parental right for student to be withdrawn 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. Any child who has been withdrawn from any aspect of the RSE curriculum will then have the opportunity, if they wish, to rejoin sex education lessons. This can happen up until three (two) terms before the term in which child turns 16, the Raedwald Trust will make arrangements to provide the child with sex education during one of those terms This is in line with the The statutory guidance for Health Education, Relationships Education and RSE, 2019

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.