
RELATIONSHIPS & SEX EDUCATION POLICY



RÆDWALD
T · R · U · S · T

RATIFIED BY THE TRUST BOARD:
6TH OCTOBER 2021

NEXT REVIEW DATE: OCTOBER 2022

RELATIONSHIPS & SEX EDUCATION POLICY

Person responsible for this policy:	Angela Ransby
Policy author:	Angela Ransby
Date to Trust Board:	September 2021
Date Ratified:	6 th October 2021
Date to be Reviewed:	October 2022
Policy displayed on website:	Yes

CEO Signature:	Angela Ransby
Trust Board Signature:	Alan Whittaker

Table of Contents

1. Purpose.	3
2. The Rationale.....	3
3. Equal Opportunities and Inclusion	4
4. Curriculum	4
5.Delivery	6
6. Staff Approach and Training.....	6
7.Withdrawal and Procedure	6
8.Monitoring and Evaluation	7

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 children and 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

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 children and 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 children and young people are helped to learn respect for themselves and for others and are able to move with confidence through childhood, 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 pupils 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

October 2018September 2021

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 will 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:

- Mental wellbeing
- Internet safety and harm

October 2018September 2021

-
- | | |
|------------------------------|---------------------------|
| -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 across different key stages, and 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

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 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.

7. Withdrawal and Procedure

In secondary education from September 2021:

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that ‘if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.’

October 2018September 2021

-
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

8. Monitoring and Evaluation

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.