



Relationship and Sex Education Policy

Aim of the Trust

One community. Many ideas. Everyone's future.

We aim to provide an exceptional education for every child in the Trust through an ethos of collaboration and high aspirations and through the principles of quality learning using curiosity, exploration and discovery.

Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development	3
4. Definition	3
5. Delivery of RSE.....	4
6. Roles and responsibilities	4
7. Parents' right to withdraw.....	5
8. Training.....	5
9. Monitoring arrangements	5

1. Aims

We have reviewed our RSE policy in line with the new expectations that come into force in September 2020. No further additions need to be included but until September 2020 children can be withdrawn in writing only by the parents /carers.

The aims of sex and relationship education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

RSE will not be compulsory in primary schools until September 2020. Academies do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum.

If primary academies do teach RSE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At TLHP we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Moral and Values Framework

The Relationships and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Relationships and Sex Education Policy will be complimentary with the Religious Education Policy of our school.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols for discussion based on lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is the parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their RSE

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported with developing the following skills using Jigsaw and The Christopher Winters RSE scheme of works which has been recommended by PSHE Association:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks (this will be carried out in conjunction with NSPCC who come into school bi annually to carry out Keeping Safe assembly and workshops)
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict

- Discussion and group work

These skills are taught within the context of family life.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

6.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

6.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents' have the right to withdraw their children from non-science components of RSE until September 2020. If parents/carers wish to withdraw their children, they need to do so in writing.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

8. 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 will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by Polly Bennett, Headteacher:

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Tracey Noctor (FSM) and Polly Bennett (Headteacher) annually. At every review, the policy will be approved by the governing body and Headteacher.

Review Date: September 2019

Ratified Date: September 2019

Author: Tracey Noctor

Date of next Review: September 2020