

**SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)**

# **Relationships and Sex Education Policy**

**Aspire - Challenge – Achieve**

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## **RELATIONSHIPS AND SEX EDUCATION POLICY**

### **Rationale and Ethos**

This policy covers our Trust's approach to RSE (Relationships and Sex Education).

The main aim of SLAT schools is to ensure that all students receive a high quality RSE education within a safe, sensitive and caring environment and within an atmosphere of mutual respect. All aspects of RSE are taught at a level appropriate to both the age and development of the student including SEND students.

Schools are required by law from September 2020 to ensure that all students aged 11 – 16 receive Relationships and Sex Education (RSE). Health Education is also mandatory in all Government funded schools, which includes content on puberty. The RSE programme will be taught as a key element of Personal, Social and Health Economic education (PSHE) and Social, Moral, Spiritual and Cultural (SMSC) in the school curriculum.

Within this context SLAT is committed to providing quality and meaningful Relationship and Sex Education (RSE). This can perhaps best be described as lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of respectful and consensual sexual relationships, sexuality and sexual health. We ensure RSE fosters gender equality and LGBT equality by having a diverse programme and making sure that the programme ensures inclusiveness.

We view the partnership of home and school as vital in providing the context of RSE. SLAT's RSE education is part of a shared responsibility with parents and is in no way intended to usurp, but to complement the parental role. Students are encouraged to inform their parents of the issues which have been discussed as part of sex education to enable further discussion if parents/students so wish. It should also be taken into consideration that some students have been given no guidance by parents regarding sex education and therefore this is one approach to facing issues which are primarily a family responsibility.

The RSE curriculum was developed by the PSHE/SMSC leads across the SLAT. The consultation process in the development of the RSE policy has involved reference to both national and local guidance included the following groups:

- Students feedback via JLT
- Senior Leadership Team
- Teaching and support staff
- Parents / Carers
- Local Governing Body
- SEN co-ordinator
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers published in Spring 2019.

## **Roles and Responsibilities**

### **PSHE/SMSC SLAT Leads**

The RSE programme will be led, designed and reviewed by PSHE/ SMSC SLAT leads at all Trust schools. They are responsible for ensuring that all statutory elements of the guidance from the DfE are applied appropriately. The PSHE/ SMSC leads are responsible for monitoring and evaluating the programme in the school's context. They are also responsible for liaising with visitors to the classroom whose expertise will be used to enrich learning and to address specific national and local health priorities.

### **SLAT Executive Deputy Headteacher**

Is responsible for liaising with the SLAT PSHE/SMSC leads for the overall development and implementation of the programme.

### **Teachers**

The majority of RSE is delivered through SMSC during tutor time, the session will be taught by a teacher that has been allocated to the tutor group. Teaching staff will receive RSE training on school training days which will support students with the difficult questions that they may ask during the programme.

All teaching staff delivering RSE will adhere to the OFSTED guidance that recommends that it is necessary for students to learn the correct language associated with body parts so that they are able to talk confidently with health professionals. Therefore, teachers of RSE will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

### **Outside Agencies**

The RSE programme will be supported by outside agencies, health professionals and members of voluntary organisations on the PSHE events in the school calendar year. However, care will always be taken to ensure that any sessions delivered by other parties or professionals are compliant with this policy and that their contribution complements our planned provision. They will be made aware of this policy and will be expected to work within the values framework described within. The PSHE/ SMSC Lead will ensure that the visitor's contributions to lessons are in line with the learning outcomes of the Trust's RSE programme and a teacher will be present during the whole lesson to which a visitor has been invited to participate.

### **Parents**

SLAT's RSE programme is part of a shared responsibility with parents. Students are encouraged to inform their parents of the issues which have been discussed as part of sex education to enable further discussion if parents/students so wish.

## **Legislation (statutory regulations and guidance)**

We are required to teach relationships education/RSE as part of Revised Department for Education statutory guidance that states from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)

- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- SLAT Safeguarding Policy (appendix 16) – Reporting concerns linked to RSE
- Teaching online safety in school- DfE guidance (2019)
- Lincolnshire Safeguarding Children Partnership Procedures

## Curriculum design

The prime aim of the teaching of RSE in schools is to make students aware of their emerging maturity and to enable them to explore issues about adulthood and to give them the opportunity to develop an objective awareness of their own sexuality.

The purpose of the RSE programme is:

- To encourage students to value and respect themselves.
- To develop understanding and attitudes which prepare students to view their relationships in a responsible and healthy manner.
- To ensure students have an awareness of safe relationships and how to spot the signs of domestic abuse.
- To ensure that students know who to contact if they have concerns about safety within their relationship.
- To provide knowledge about relationships, the nature of sexuality and the processes of human reproduction.
- To present facts in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the law on sexual behaviour.
- To encourage students to appreciate the value of stable family life, marriage and the responsibilities of parenthood.
- To help students consider the importance of self-restraint, dignity, respect for themselves and others.
- To encourage students to value and respect differences in people's religion, culture, race, sexual orientation and gender identity, physical and mental ability and social background.
- To enable students to recognise the physical and emotional implications, and risks of certain types of behaviour and to accept that both sexes must behave responsibly in sexual matters.
- To develop an awareness of consequences of having unsafe sexual relations. This includes STIs, teenage pregnancy and mental health awareness.
- To encourage students to value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices.
- To foster gender equality and LGBT (lesbian, gay, bisexual, trans) equality and challenges of all forms of discrimination in RSE lessons and in every-day school life.
- To inform students about how to get help and treatment from sources such as the school medical assistants and other health and advice services, including reliable information online.
- To inform students how to stay safe online and to inform them about the law regarding RSE and internet/social media. E.g. Sexting and revenge porn
- To ensure students make informed choices regarding online relationships.
- To ensure students have an awareness of protected characteristics of online relationships.
- To encourage students to make correct and safe choices in regards to Relationships and Sex Education.
- To respond to local and national concerns.
- To make students aware of the signs and risks of child exploitation in relation to sex and drugs.
- To make students aware of the signs of sexual harassment.

- To ensure students are aware of the dangers and consequences of sexual exploitation.

It is important to note that the personal beliefs and attitudes of teachers will not influence the teaching of RSE in the Trust.

RSE at SLAT schools is taught by the teachers within PSHE lessons (one hour lesson a week) in Years 7-8. Years 9-11 are timetabled to have PSHE for one hour every fortnight on a rotating timetable. Y9-13 will cover PSHE and RSE content 3 times a week in SMSC tutor time. This is a continual programme and is taught in modules throughout Years 7 to 13. The nature of the programme ensures that all students with special educational needs are able to access the information. Learning about relationships and sex education in PSHE/SMSC education lessons will link to and complement learning within the Science curriculum.

In all key stages the teaching of RSE is delivered mainly through discussion with the help of resources such as videos, posters, worksheets and booklets. Materials are updated as new resources become available. Outside agencies and school visits are used where appropriate.

In Year 7 students are taught about the key facts about puberty, the changing adolescent body and menstrual wellbeing. This is a statutory requirement set out in the Department of Education's guidance. Half way through the academic year the PSHE/SMSC leads will hold an assembly with the female students to discuss puberty and periods. Period products will be distributed to the female biological sex students. This is a national programme in association with the Tampax Company.

In Year 8 students learn about positive relationships as part of the mental health unit. Students also are taught about forced marriage and FGM (Female Genital Mutilation). This is a statutory requirement set out in the Department of Education's guidance. Half way through the academic year the PSHE/SMSC leads will hold a repeat assembly with the female biological sex students to discuss puberty and periods. Menstrual products will be distributed to the relevant students.

In Year 9 - 11 students will learn about Relationships and Sex Education. They will learn RSE as part of the SMSC programme, which is conducted three times a week in tutor time. Students will learn about relationship building, relationships and marriage, contraception and Sexually Transmitted Infections (STIs), consent, social media, dangers of pornography, gender identity, abuse and violence, inappropriate behaviour, sexual harassment, child exploitation, menstrual products, abortion and teenage pregnancy. Year 9 - 11 students will have outside agencies in on PSHE events to support the provision that they are being taught in SMSC.

Sixth Form students will continue to learn about sexual health and relationships. This will continue to be a part of the SMSC programme and of the PSHE events.

PSHE/SMSC subject leads regularly liaise with class teachers and the Trust SENCO to make sure that the needs of all pupils are met with a curriculum that is fully accessible and in which education, health and care plans are followed. As part of this liaison teaching is differentiated to support students with SEND to fully access the curriculum. Where appropriate this includes the use of teaching assistants to provide a personalised adaption of the RSE teaching materials.

## **Assessment**

Students will self-assess their knowledge prior to the unit so that a baseline can be established. At the end of each theme students will review their knowledge and reflect on their progress. Students will have opportunities to review and reflect on their learning during lessons through discussion points. There is an end of unit knowledge test to assess their overall understanding from specific points of the unit.

## **Safeguarding**

Staff both involved and not involved in the teaching of RSE are aware of the procedures to be followed in the event of a disclosure of sexual abuse and should inform Mrs Conley (Chief Executive Officer or the Child Protection Manager at either Bourne Academy, Spalding Academy, Giles Academy or Cowley Academy of the circumstances. They will follow the Trust's child protection code of practice and adhere to the Trust's Safeguarding Policy regarding how to report concerns linked to RSE using My Concern.

## **Safe and Effective practice**

We will ensure a safe learning environment by delivering lessons where students feel safe and encourage participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.

During the course of the RSE programme there will no doubt be occasions when RSE teachers and students will be faced with handling difficult questions. Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Where necessary staff will use distancing techniques, such as the use of an anonymous question box. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering or able to answer within the classroom, they have the right to decline to answer and provision would be made for another person or persons to meet the individual child's needs. This may involve referring the child back to their parent/carer or an appropriate advice service for an answer. Where a question gives rise to a safeguarding concern advice should be sought from the Safeguarding Lead and the use of My Concern.

Staff members will not discuss and will decline to answer questions relating to their own personal lives or sexual choices.

Annual meetings are taken with the SEN department to ensure that when teaching RSE it is in a safe space and at an appropriate pace for the relevant students. This provision will be taught within the SEN department and to ensure that SEN needs are met and that the students understand the content.

## **Teacher Well being**

The Trust is very aware of the importance for teachers to maintain their own well being when delivering the RSE curriculum. This may be topics that trigger feelings or thoughts relating to historical, recent or current trauma. In these circumstances the Trust will adopt a supportive and understanding position on the teacher's individual circumstances.

## **Engaging stakeholders**

We work closely with parents to ensure that they are fully aware of what is being taught. The RSE policy was sent to a selection of parents to inform them of the new policy and to ask for any appropriate feedback regarding the new policy.

Parents were informed about the policy and the curriculum at the beginning of Year 7. Parents/guardians are informed of the basic outline of the sex education programme across the Trust. The policy is available to parents through request and will be accessible through the school website with other school policies. Parents are also welcome to come into school and discuss the programme

of study in more depth. This may be relevant where a religion may not condone the teaching of contraception or if they are concerned about other moral issues. If parents and carers have complaints which cannot be resolved through informal discussion they will be directed to the Trust's curriculum complaints policy.

We will notify parents by letter in Years 9-11 when Relationships and Sex Education will be taught. A Parentmail will be sent prior to PSHE days to inform parents of the schedule and what RSE provision is being taught that day.

From September 2020 parents/carers have the right to withdraw their children from the RSE lessons (only the sex education elements that are not part of statutory Science National Curriculum) up to and until three terms before the child turns 16, when the student will have the right to opt back into sex education. Provision would then be made for the student in a student support room. There is no right to withdraw from Relationships Education or Health Education. If a parent or carer wishes for a student to be withdrawn from all or part of sex education the request should be made to the Chief Executive Officer. When a request is received the school will endeavour to meet with the parent or carer to discuss the background to their request and attempt to set out and reassure them about the Trust's approach and benefits of pupils accessing sex education in school.

In line with DFE guidance there may be exceptional cases where the nature or degree of a pupils SEND needs possibly combined with their domestic or social circumstances mean they are demonstrably very likely to be at unusual risk from sexual activity or sexual exploitation. In those instances, the Chief Education Officer may judge that an exception to the right of withdrawal should be declined.

Below is the RSE programme which demonstrates how it has been categorised and if it is part of the Science National Curriculum.

Health Education	E-Safety	Relationships	Science National Curriculum
<ul style="list-style-type: none"> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Social media</li> <li>Dangers of pornography</li> <li>Revenge Porn</li> <li>Sexting</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Consent</li> <li>Choices</li> <li>Sexual Harassment</li> </ul>	<ul style="list-style-type: none"> <li>STIs</li> <li>Contraceptives</li> <li>Fertility</li> <li>Pregnancy</li> <li>Menstrual cycle and products</li> <li>Puberty</li> <li>Anatomy</li> </ul>

## Monitoring, reporting and evaluation

The RSE policy is monitored and evaluated by the Trust Director of PSHE and SMSC and those teaching it, and any change discussed with the appropriate line managers, Pastoral team Chief Executive Officer and any changes brought to the attention of the Governors. Student voice via the Junior Leadership Team will meet regularly with the PSHE and SMSC lead to discuss PSHE/SMSC and RSE. The JLT and Pastoral team will be influential in adapting and amending planned learning activities in the PSHE/SMSC programme.

At the end of the RSE unit students will be set a reflection assessment. The information gathered will be used to assess the students' confidence in the subject and will help the leads to adapt further sessions.

As stated in the PSHE/SMSC policy RSE will be monitored through scheduled workbook quality checks and weekly drop ins by Heads of House and the PSHE and SMSC lead.

## **RSE policy review date**

The RSE policy at SLAT is regularly reviewed in order to better serve and meet the needs of all students in our school community. This policy will be reviewed in November 2023 by the PSHE/ SMSC SLAT leads to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance which is mandatory from September 2020.