

Relationships and Sex Education Policy

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Control Sheet

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1. Rationale and Ethos

This policy covers Northern Leaders Trust's whole school approach to Relationships and Sex Education (RSE). We believe that RSE is vital for the personal, social and emotional development of our students. It equips young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and wellbeing. Northern Leaders Trust believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference. This policy will be effectively communicated to staff and parents/carers, including through publishing the policy on our school website.

This supports our vision to ensure that students 'excel academically and socially.' At NLT we have agreed that our important values consist of equipping students with necessary skills, instil a sense of community and compassion and most of all offering support and opportunity for all our students, 'All different, All equal.'

The intended outcomes of our RSE programme are to:

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

2. Statutory Guidance and Legislation

Current regulations and guidance from the Department of Education state that all state secondary schools that from September 2020 the teaching of RSE would be compulsory. In support of this decision the Secretary of State for Education stated the following.

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

The information below complies with our statutory obligations to deliver RSE under sections 34 and 35 of the Children and Social Work Act 2017, in line with the terms set out in statutory guidance and RSE DFE statutory guidance 2020. These make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The policy also reflects Keeping Children Safe in Education 2023 (KCSIE) policy in relation to sexual violence and harassment. The regulations also make Health Education

compulsory. Other documents that support our 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)
- SEND code of Practice 2014
- Keeping children safe in education – Statutory safeguarding guidance (2016)

The policy should be read in conjunction with other relevant policies, anti-bullying policy, behaviour, safeguarding policy, PSHE and E-safety policy.

3. Definition

RSE is about the emotional, social and cultural development of students 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.

4. Roles and Responsibilities

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring Progress
- Responding to needs of individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/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 PSHE Head of Faculty or the Principal.

Head of faculty is responsible for:

- Creating RSE curriculum in accordance with guidance and legislation
- Quality Assurance of delivery of curriculum
- Parent/student consultation and support.
- Developing a curriculum that meets the needs of students at Northern Leaders Trust.

Key Staff:

Sarah Rice, Associate Vice Principal, Kenton School

Laure Bell, Vice Principal, Studio West

Mandy Marsh Head of Faculty: PSHE

Sarah Kellagher Head of Faculty: Science, Kenton School

Claire Neary, Head of Faculty: Science, Studio West

5. Curriculum Design

Our curriculum is set out by the learning journey but we may need to adapt it as and when necessary to respond to identified needs.

The curriculum follows a spiral themed approach which is recommended as best practice from PSHE Association and DFE.

This ensures that topics are not covered in isolation and are re-visited at age-appropriate levels throughout their time within Northern Leaders Trust. Our RSE curriculum is an integral part of our whole school PSHE education provision and will cover the curriculum content outlined in the RSHE Guidance.

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal, and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We take the approach that Relationships and Sex Education are best approached in an integrated way using a gender equity and human rights framework.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture young people's curiosity about the world around them, supporting their development and their respect for themselves and each other.

We seek to ensure that it gives students the knowledge, skills, attitudes and values that will help them to:

- Realise their health (including sexual health), wellbeing and dignity.
- Build self esteem and self-worth.

- Explore and value their personal and sexual identity and the personal/sexual identities of others.
- Understand family structures, committed relationships and the legal status of different types of long-term relationships.
- Understand and make sense of the real-life issues they are experiencing in the world around them.
- Manage and explore difficult feelings and emotions.
- Consider how their choices affect their own well-being and that of others.
- Develop as informed and responsible citizens.
- Understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

6. Delivery of RSE

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships.
- Online and media
- Being Safe
- Intimate and sexual relationships, including sexual health.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization of young people based on their home circumstances (families can include single parent families, LGBTQAI+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) along with reflecting sensitively that some children may have a different structure of support around them (children in care, young carers).

The programme will be delivered in a non-judgmental, factual way, using the correct medical terms where appropriate (for example when teaching about external body

parts). School Staff will not express or be expected to express their personal views or beliefs when teaching RSE.

KS3 RSE will be delivered within PSHE curriculum, once per week, 1 hour lesson on timetable by teaching staff.

KS4 and KS5 will be delivered by form tutors, one hour each week, through timetabled form sessions.

High quality resources will support our RSE provision and will be selected and adapted from a range of sources by Head of Faculty, which will include Cre8tive Resources, PSHE Association, Medway and not limited to other quality marked resources from leading charities. They will be regularly reviewed by the Head of Faculty to ensure the curriculum is appropriate and meets needs of students.

Teaching staff will take particular note of student information provided by the school's SEND coordinator and work collaboratively with other professionals including LSA's where they are involved.

The Assembly programme will also support delivery of themes across the year that will be integrated into RSE curriculum. This will be delivered by the pastoral team and senior leaders.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including collaborative learning methods and analysis of case studies.

Assessment for learning will take place through quality first teaching and KS3 will follow the school schedule of formative assessments.

7. What is covered as Sex Education?

As stated by DFE guidance, the curriculum below is expected to be delivered by the end of Secondary school. This should be delivered from Year 9.

- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing

- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

All other components of the curriculum, including but not limited to, intimate relationships, consent, harmful risk-taking behaviour in relation to sex and LGBTQAI+ fall under 'Relationship Education' which is not covered under the right to withdraw.

8. Safe and Effective Practice

We will ensure a safe learning environment by ensuring behaviour policy is adhered to and that there are high expectations within the classroom. Kenton values reflect tolerance and kindness to one another. Teachers and students will agree the ground rules for RSE delivery. Sensitive issues will be handled by staff that have been supported with guidance on leading discussions and students will be able to raise questions anonymously. All staff teaching RSE will be supported by the Head of Faculty and external training when available.

9. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to disclosure of a child protection issue. RSE teachers have statutory training in school protocol and procedures for disclosure. They will consult Designated safeguarding lead or the deputy in their absence and log disclosure onto CPOMS.

We also recognize that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in planned lessons.

While Kenton School wants to create a learning space that feels safe for young people to disclose, we also want to protect young people's privacy. At school we do this by several techniques including the use of a working an agreement, where rights respecting ground rules are created with students on what makes a safe and welcoming environment for all. Through the use of ground rules and other approaches such as, distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

10. Equality, inclusion and social justice

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to an RSE that makes every student feel valued and included and is relevant to them. This means we are committed to an LGBTQAI+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all students when teaching RSE.

Northern Leaders Trust's race and equality policies are followed. We aim to avoid using materials which have gender or racial stereotyping.

Northern Leaders Trust are aware of the needs of EAL pupils who are assessed by the EAL provision. We provide support for the learning of these students as appropriate to their level of fluency in English. We are conscious of providing reading material and scientific study materials that promotes positive images of all racial groups.

An inclusive RSE at Northern Leaders Trust will seek to challenge all forms of discrimination and prejudice between students and promote understanding and respect as outlined under the Equality Act 2010.

11. Engaging Stakeholders

Parents will be informed about the policy through yearly parental RSE letter and access to policy on school website. We are committed to working with parents and carers by uploading the learning journey and all lessons online to KLZ so that parents can access examples of learning. As part of our whole school approach to RSE, parent information and opportunities for parents to view materials and resources will be available at open evenings in school and online. The policy is emailed home to all contacts. Parental open evening to discuss RSE to be offered in Autumn Term.

Parents will be notified when specific RSE curriculum is delivered.

Governors will be informed of the RSE policy at the start of each new academic year and PSHE link governor can attend visits into school to view curriculum.

12. Monitoring, reporting and Evaluation

The delivery of RSE is monitored by the Head of Faculty: PSHE, through book looks, SOL scrutiny and learning walks.

Student progress in RSE is monitored by teaching staff as part of internal assessment systems for KS3. At KS4 and KS5 learning is monitored through baseline assessment in class.

Student voice will also be implanted to reflect and adapt the curriculum.

13. Parents' right to withdraw

We believe that the successful teaching of RSE involves parents/carers and schools working together. We also believe that parents/cares can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, contact should be made with the Head of Faculty: PSHE.

Parents do not have the right to withdraw their children from relationships education.

Parents do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

Parents do not have the right to withdraw their child from Health Education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the principal.

A copy of withdrawal requests will be placed in the student's educational record.

Alternative work will be given to students who are withdrawn from sex education.

All young people will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they choose to.