

Ascend Learning Trust Relationships and Sex Education Policy

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ALT Responsibility: TELT

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1. Aims

The aims of relationships and sex education (RSE) at our schools 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

ALT schools must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

ALT primaries academies do not have to follow the National Curriculum but are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

ALT secondary academies must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

ALT schools teach RSE as set out in this policy.

3. Policy development

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. The policy has been made available to parents/carers for feedback.
2. Ratification – once amendments were made, the policy was ratified by the Senior Leadership Teams under the Headteachers' delegated power and was shared with governors and made available to staff and parents.

4. Definition

In an overarching 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.

5. Curriculum

Each ALT school will have a slightly different curriculum and each school will use Appendix 1 to outline their curriculum; however, there may be occasions when schools need to adapt this when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, through the school's Personal Development (PD) Days or timetabled lessons as part of the curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Aspects of it are also covered in tutor time and assemblies.

ALT Secondary schools:

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

For more information about our RSE curriculum, see Appendices 1 and 2.

For all ALT schools, these areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT 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 (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The local governing boards will hold the Headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Headteacher

7.2 The Headteacher

Headteachers are responsible for ensuring that RSE is taught consistently across their respective schools, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 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-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 Headteacher.

Staff responsible for teaching RSE at Lawn Manor Academy are: William Smith (Head of PSHE)

7.4 Pupils

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

8. Parents' right to withdraw

ALT Secondary schools:

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy 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 sex education.

9. Training

Training is available for staff on the delivery of RSE as required. The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Subject Leader for PSHE and Deputy Headteacher through learning walks and pupil voice.

This policy will be reviewed every 3 years.

At every review, the policy will be approved by the Headteacher/LGB.

Appendix 1 Relationships and Sex Education Curriculum Map - September 2022

Year	PD DAY 1 29 th September	PD DAY 2 7 th December	PD DAY 3 7 th February	PD DAY 4 17 th March	PD DAY 5 19 th April	PD DAY 6 6 th July
7	Transition and safety <ul style="list-style-type: none"> Road Safety Forestry Teambuilding Growing Up Project Me Black History 	Diversity <ul style="list-style-type: none"> Homelessness Anti-bullying Protected Characteristics World Cup Nations 	Enterprise <ul style="list-style-type: none"> Design a Smoothie Marketing a Smoothie Finance HRE Rule of Law 	Building relationships <ul style="list-style-type: none"> Self-worth Careers Fair Teambuilding Comic Relief Natalie Grey 	Health and puberty <ul style="list-style-type: none"> Unwanted contact FGM Self-esteem Primary Agency 	Developing skills and aspirations <ul style="list-style-type: none"> First Aid Cultural Day Aspirations MADE
8	Learning Skills <ul style="list-style-type: none"> MADE Anti-bullying Surveys British Values 	Identity and relationships <ul style="list-style-type: none"> Consent LGBTQ+ Project Me HRE Voluntary Work 	Digital and online safety <ul style="list-style-type: none"> Online Behaviour Online Safety Influencers Internet Safety HRE 	Community and careers <ul style="list-style-type: none"> Community Awareness The Community First Aid Natalie Grey Careers Fair 	Emotional wellbeing <ul style="list-style-type: none"> MADE Mindfulness Sex Education Primary Agency 	Discrimination <ul style="list-style-type: none"> Cultural Day Protective characteristics British Values HRE
9	Peer influence <ul style="list-style-type: none"> Drug Addiction Gang Culture Anti-Bullying HRE Black History 	Healthy lifestyle Diet, <ul style="list-style-type: none"> Health Reach First Aid Healthy Food HRE World Cup nations Healthy Minds 	Respectful relationships <ul style="list-style-type: none"> Body Image Coercive behaviour Influencers Fake News PSHE Terminology 	Setting goals <ul style="list-style-type: none"> MADE Goal Setting science Natalie Grey Careers Fair 	Intimate relationships <ul style="list-style-type: none"> Pornography Sex Education Primary Agency HRE 	The workforce <ul style="list-style-type: none"> Cultural Day World Sports Work Skills Teambuilding First Aid
10	Employability Skills <ul style="list-style-type: none"> Elite Skills Army Skills for Life Study Skills Careers RPE 	Healthy Relationships <ul style="list-style-type: none"> CV –S – Application Explore relationships Sex Ed RPE World Cup Nations 	Financial decision making <ul style="list-style-type: none"> MADE Business RPE HRE 	Aspirations <ul style="list-style-type: none"> Careers Fair Ambition and Goals Alcohol Comic Relief RPE 	Exploring influence <ul style="list-style-type: none"> Drugs Gangs and Grooming Social Media Mental health RPE 	University experience TBC
11	Independence <ul style="list-style-type: none"> Safe Drive Stay Alive Getting Through your GCSE's Oxford RPE Theory of driving HRE 	Building for the future <ul style="list-style-type: none"> Elite skills Army MADE ASK Apprenticeships RPE ARK Traineeship- IT room 	Communication in relationships <ul style="list-style-type: none"> The Odd One Out Goal setting y11 Sex Ed DF PS RPE Project ME 	Careers <ul style="list-style-type: none"> Careers fair Comic Relief Gear Up skills / Bucks New Respectful relationships RPE 	Responsibilities <ul style="list-style-type: none"> In the workplace Family life Josh Connolly RPE Revenge Porn 	

Appendix 2: Secondary INSERT. By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • 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 • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/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 the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	