

RELATIONSHIPS AND SEX EDUCATION POLICY



Summary	Relationships and Sex Education Policy	
Responsible Person/Author:	Saira Luffman and Ian Aindow	
Applies to: (please check as appropriate)	Staff <input checked="" type="checkbox"/>	Student <input checked="" type="checkbox"/> Community <input type="checkbox"/>
Ratifying Committee(s)	Standards Committee	
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Owner	The Rodillian Multi Academy Trust	
Version:	1	

Document Control

Date	Version	Action	Amendments
12.05.21	1	Policy reformatted	Policy updated to new format.

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Introduction

1. This document sets out the Rodillian Multi Academy Trust (“the Trust”) policy in respect of the teaching of Relationships and Sex Education (“RSE”).

Scope and Purpose of this policy and who it applies to

2. The Trust is committed to supporting children in what is an increasingly complex world in living their lives both on and offline. It is recognised that this opens opportunities but also challenge and risk. The Trust sees the highest value in ensuring students know how to be safe and healthy, and how to manage all aspects of their lives in a positive manner.

Publication of this Policy

3. This policy will be brought to the attention of relevant staff and be available to all Parents, Carers, Members of the Public, Staff and Members of Trust Governance from Trust websites. Guidance on any aspect of the policy can be obtained from an Academy Principal.

Responsibility for this Policy

4. The Trust Board has overall responsibility for the effective operation of this policy and for ensuring effective compliance. The Trust Board has delegated day to day responsibility for operating the policy to the Local Review Board and Academy Principal at each Academy.

Aims of this Policy

5. The aims of teaching RSE in our Academies is to:
 - Provide a framework in which sensitive discussions can take place
 - Prepare students for puberty, and give them an understanding of 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

Statutory Requirements

6. As a Trust comprised of Secondary Academies we must provide RSE to all students as required by section 34 of the Children and Social work act 2017. In teaching RSE, we are required by our funding agreements with the Education and Skills Funding Agency to have regard to Guidance issued by the Secretary of State for Education as outlined in section 403 of the Education Act 1996. In Trust Academies we teach RSE as set out in this policy.

Policy Development

7. This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:
8. Review – a staff working group pulled together all relevant information including relevant national and local guidance
9. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

10. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
11. Ratification – once amendments were made, the policy was shared with the Trust Board Standards Committee for their approval.

About RSE

12. 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.

RSE Curriculum

13. Our RSE curriculum is set out in Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students 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.

Delivery of RSE

14. 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"). Aspects will also be covered in form time and a drop down program.
15. Students also receive stand-alone sex education sessions delivered by a trained health professional. 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.

16. 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, Lesbian, Gay, Bisexual, Transgender 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).

Roles and Responsibilities under this Policy

The Trust Board and Local Review Boards

17. The Trust board through its Standards Committee will approve the RSE policy, and hold the Academy Principals to account for its implementation. Local Review Boards will review the curriculum for preparation for life in modern Britain including good mental and physical health.

Academy Principals

18. Academy Principals are responsible for ensuring that RSE is taught consistently across their Academy, and for managing requests to withdraw students from components of RSE.

Academy Staff

19. Staff are responsible for:
- Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE
 - Monitoring progress
 - Responding to the needs of individual students
 - 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 Principal.

Students

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

Parents Right to Withdraw

21. Parents' have the right to withdraw their children from the components of sex education within RSE up to and until 3 terms before their child turns 16. After this point, if the student wishes to receive sex education rather than being withdrawn, the Academy will arrange this.
22. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal. A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action. All decisions upon whether or not the student will be withdrawn from RSE remain with the Principal. These decisions are final. Alternative work will be given to students who are withdrawn from sex education.

Training

23. Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Academy Principals 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.

Monitoring

24. The delivery of RSE is monitored by Academy Senior Leadership Teams through:
- Learning walks
 - Lesson observations
 - Planning checks
 - Peer support
 - Student voice
25. Students' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Chief Executive or their nominee, every 2 years. At every review, the policy will be approved by the Standards Committee of the Trust Board.

Diversity

26. The Rodillian Multi Academy Trust is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and students. The Trust will always comply with the requirements of the Equalities Act 2010 and associated guidance produced by the Department for Education.

Appendix 1: RSE Curriculum Map

Table 1-Families Curriculum

FAMILIES	Y7	Y8	Y8	Y10	Y11
That there are different types of committed, stable relationships.	Term 1 Term 2	Term 1 Term 2 Term 3	Term 1	Term 1 Term 2 Term 3	Term 2 Term 3
How these relationships might contribute to human happiness and their importance for bringing up children	Term 2	Term 1 Term 2 Term 3		Term 1 Term 1	Term 2 Term 3
What marriage is*, including its 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	Term 2		Term 1		Term 2 Term 3
Why marriage is an important relationship choice for many couples and why it must be freely entered into	Term 2	Term 1 Term 2 Term 3		Term 3	Term 2 Term 3
The characteristics and legal status of other types of long-term relationships	Term 2	Term 1 Term 2 Term 3		Term 3	Term 2 Term 3
The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting	Term 2			Term 3	Term 3
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	Term 2	Term 1	Term 1	Term 1 Term 2 Term 3	Term 2 Term 3

Table 2- Respectful Relationships including Friendships

RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS	Y7	Y8	Y8	Y10	Y11
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	Term 1 Term 2	Term 1 Term 2 Term 3	Term 1	Term 1 Term 2 Term 3	Term 2 Term 3
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Term 1 Term 2 Term 3	Term 1 Term 2 Term 3	Term 1 Term 2	Term 1 Term 3	Term 2 Term 3
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)	Term 1 Term 2 Term 3	Term 1 Term 2 Term 3	Term 1 Term 2	Term 1 Term 3	Term 2 Term 3
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	Term 1 Term 2 Term 3	Term 1 Term 2 Term 3	Term 1 Term 2	Term 2	Term 1 Term 2 Term 3
About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	Term 2	Term 1 Term 2 Term 3	Term 1 Term 2 Term 3	Term 2	Term 1 Term 2 Term 3
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	Term 2	Term 1 Term 3	Term 1	Term 2 Term 3	Term 2 Term 3
What constitutes sexual harassment and sexual violence and why these are always unacceptable		Term 1 Term 3	Term 1	Term 2 Term 3	Term 1 Term 2
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	Term 2		Term 1 Term 2	Term 2	Term 1 Term 2

Table 3 – Online and Media

ONLINE AND MEDIA	Y7	Y8	Y8	Y10	Y11
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	Term 1 Term 2	Term 1 Term 2 Term 3	Term 1 Term 2	Term 1 Term 2 Term 3	Term 1 Term 2
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	Term 1 Term 2	Term 1 Term 3	Term 1 Term 2	Term 1 Term 2 Term 3	Term 1 Term 2
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them	Term 1 Term 2	Term 1 Term 3	Term 1 Term 2	Term 1 Term 3	Term 1 Term 2
What to do and where to get support to report material or manage issues online	Term 1	Term 1 Term 3	Term 1 Term 2	Term 1 Term 3	Term 1
The impact of viewing harmful content		Term 1 Term 3	Term 1 Term 2 Term 3	Term 1 Term 2 Term 3	Term 1
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 partner		Term 1 Term 3	Term 1 Term 2 Term 3	Term 1 Term 2 Term 3	Term 1
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	Term 1	Term 1 Term 3	Term 1 Term 2	Term 3	Term 1
How information and data is generated, collected, shared and used online	Term 1	Term 1 Term 3	Term 1 Term 2	Term 3	Term 1

Table 4 – Being Safe

BEING SAFE	Y7	Y8	Y8	Y10	Y11
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	Term 2 Term 3	Term 1 Term 3	Term 1 Term 2 Term 3	Term 1 Term 2 Term 3	Term 1 Term 2
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)	Term 1 Term 2	Term 1	Term 1 Term 2 Term 3	Term 1 Term 2 Term 3	Term 1 Term 2
Intimate and sexual relationships, including sexual health					
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		Term 1 Term 3	Term 1 Term 2 Term 3	Term 2 Term 3	Term 1 Term 2 Term 3
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		Term 1 Term 3	Term 1 Term 2 Term 3	Term 2 Term 3	Term 1 Term 2 Term 3
The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women - including menopause		Term 1 Term 3			Term 1
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others		Term 1 Term 3	Term 1	Term 2 Term 3	Term 1 Term 2 Term 3
That they have a choice to delay sex or to enjoy intimacy without sex		Term 1 Term 3	Term 1	Term 2 Term 3	Term 2
The facts about the full range of contraceptive choices, efficacy and options available		Term 1	Term 1	Term 2	Term 1 Term 2
The facts around pregnancy including miscarriage		Term 3			Term 3
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)		Term 3		Term 3	Term 2 Term 1

BEING SAFE	Y7	Y8	Y8	Y10	Y11
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		Term 1 Term 3	Term 1 Term 2		Term 2
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment		Term 1	Term 1		Term 1
How the use of alcohol and drugs can lead to risky sexual behaviour	Term 3	Term 3		Term 1 Term 2	Term 2
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment		Term 3	Term 3	Term 1 Term 2	Term 2

Appendix 2: RSE Curriculum Outcomes by The End Of Secondary School Student Should Know

TOPIC	STUDENTS 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
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	STUDENTS 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	STUDENTS 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

Appendix 3: Parent Form: Withdrawal from Sex Education Within RSE

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 ACADEMY	
Agreed actions from discussion with parents	

Appendix 4: Equality Impact Assessment

Equality, Diversity, Cohesion, and Integration Screening.

As a public authority, the Rodillian Multi Academy Trust needs to ensure that all our strategies, policies, service, and functions, both current and proposed have had proper consideration of equality, diversity, cohesion, and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services, and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion, and integration.
- whether or not equality, diversity, cohesion, and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Organisation: The Rodillian Multi- Academy Trust	Department responsible for the Policy: Chief Executive
Lead Person: Andy Goulty	Contact Number: 01977 722805

1. Title: Relationships and Sex Education Policy

2. Please provide a brief description of what you are screening
The Policy

3. Relevance to equality, diversity, cohesion, and integration		
Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		x
Have there been or likely to be any public concerns about the Policy or proposal?		x
Could the proposal affect how services are organised, provided, located and by whom?		x
Could the proposal affect our workforce or employment practices?	x	
Does the proposal involve or will it have an impact on: -?		
<ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation, and harassment • Advancing equality of opportunity • Fostering good relations 	x	X X

4. Considering the impact on equality, diversity, cohesion, and integration
<ul style="list-style-type: none"> • Scope of the proposal: Students and staff. • Who is likely to be affected? Students and staff. • Consultation and engagement activities with those likely to be affected? The Policy is available through the Trust and Academies websites and a written copy can be provided on request.

• Key findings

We have considered the potential positive and negative impact on different equality characteristics in relation to the Policy and do not believe that any groups will be adversely affected. The Trust is vigilant in adhering to the appropriate legislation in relation to protected characteristics and to preventing discrimination. Managers are supported and trained in relation to these areas. The Policy has considered religious, racial and gender-specific clothing requirements and those of staff with disabilities in line with the Equality Act.

We have considered the perception that the proposal could benefit one group at the expense of another and we do not believe that the Policy could be perceived to be discriminatory with regards to its wording or format.

• Actions

The Trust will continue to promote positive impact and remove/reduce negative impact through the application of this Policy within the organisation.

5. Governance, ownership, and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Andy Goulty	Chief Executive	20 May 2021

6. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given.

Date screening completed	20 May 2021
Date agreed at Trust Board	4 October 2021