



## Summit Learning Trust

### Relationship and Sex Education (RSE) Policy

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<b>Monitoring &amp; Review</b>	Principal and AP Personal Development	
<b>Links</b>		
<b>Staff responsible</b>	Principal	

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## Aims

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral, and emotional development. At Ninestiles, an Academy, RSE is centred on personal safety, caring for others, and building strong family relationships. This is coupled with teaching students about sexual health (including safe sex), and sexuality. Effective relationship and sex education is essential if young people are to make responsible and well-informed decisions about their lives. RSE at Ninestiles, an Academy is intended to help students learn about relationships, emotions, sexuality, and sexual health. We aim to present relevant facts in an objective and balanced manner. Lessons are set in the context of the family, friends and wider societal issues and address responsibilities that arise from within these relationships. RSE at Ninestiles, an Academy will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Ninestiles, an Academy aims 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

## 2. Statutory requirements

As a secondary academy school, we must provide RSE to all students as per section 34 of the Children and Social work act 2017. We must also meet the requirements of the Relationships and Sex Education and Health Education (England) Regulations 2019.

We must also observe legal requirements around political impartiality, particularly when working with external organisations or any material produced by them, alongside the requirements under the Equality Act 2010 and Public Sector Equality Duty, to create an inclusive classroom.

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.

At Ninestiles, an Academy, we teach RSE as set out in this policy.

### **3. Policy development**

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

1. Review – a member of staff 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 were invited to make recommendations
4. Student consultation – we investigated what exactly students want from their RSE
5. 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 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.

### **5. Curriculum**

Our curriculum is set out on our website within the Personal Development section. This can also be requested by emailing the school office.

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.

### **6. Delivery of RSE**

RSE is taught alongside the personal, social, health and economic (PSHE) education curriculum, through tutor time sessions, assemblies, safeguarding sessions, and Aspire lessons. Biological aspects of RSE are taught within the science curriculum, and many other aspects (such as – but not limited to - diverse relationships, consent and moral choices) are developed within religious education (RE).

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 our website.

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). We are committed to upholding the tenets of the Equalities Act 2010. As such, RSE at Ninestiles, an Academy will be inclusive of all needs, including educating students about LGBTQ+, multi-racial and inter-faith relationships.

Where there is a requirement for differentiated RSE for specific student groups – for example, SEND students with a specific need or students with disabilities – these will be planned appropriately. This may require age-appropriate RSE to be delivered separately from other students, though this will be evaluated based on individual needs. On the rare occasion there may be a need to educate boys and girls separately for elements of RSE, these will be specifically to address the needs of students; as a co-educational school, this will not be commonplace.

## **Disclosures**

In line with the school Safeguarding Policy, disclosures to both school staff and external providers will be recorded and reported to the Designated Safeguarding Lead (DSL). The DSL will then follow up the disclosure as per the procedure outlined in that policy.

## **7. Roles and responsibilities**

### **7.1 The local Governing Body**

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

### **7.2 The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory 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 students
- › Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory 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 Principal.

Staff who are responsible for the administration of the RSE curriculum are:

- PSHE Co-ordinator
- Assistant Principal for Personal Development
- Subject Team Leader for Science

- Subject Team Leader for Philosophy and Ethics

Staff responsible for the delivery of RSE within the school will vary based on timetable requirements.

#### **7.4 Students**

Students 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**

Parents have the right to withdraw their children from the non-statutory 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 Principal; any requests should be submitted annually and all previous requests will be deemed invalid at the beginning of each academic year.

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.

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

#### **9. 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 Principal will also invite, as appropriate, 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 Assistant Principal for Personal Development through:

- Learning walks during Aspire time;
- Review and monitoring of lesson resources produced; - Quality assurance review of external providers.

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

This policy will be reviewed by Assistant Principal for Personal Development. At every review, the policy will be approved by the Principal and the governing board.

Appendix 1: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
1. Families	<ul style="list-style-type: none"> <li>a. That there are different types of committed, stable relationships</li> <li>b. How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>c. 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</li> <li>d. Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>e. The characteristics and legal status of other types of long-term relationships</li> <li>f. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>g. 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</li> </ul>
TOPIC	STUDENTS SHOULD KNOW
2. Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>a. 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</li> <li>b. Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>c. 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)</li> <li>d. 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</li> <li>e. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>f. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>g. What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>h. 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.</li> </ul>

3. Online and media	<ul style="list-style-type: none"> <li>a. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>b. 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</li> <li>c. Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>d. What to do and where to get support to report material or manage issues online</li> <li>e. The impact of viewing harmful content</li> <li>f. 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</li> <li>g. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>h. How information and data is generated, collected, shared and used online</li> </ul>
4. Being safe	<ul style="list-style-type: none"> <li>a. 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</li> <li>b. 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).</li> </ul>
TOPIC	STUDENTS SHOULD KNOW
5. Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>a. 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</li> <li>b. 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</li> <li>c. The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>d. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>e. That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>f. The facts about the full range of contraceptive choices, efficacy and options available</li> <li>g. The facts around pregnancy including miscarriage</li> <li>h. 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)</li> <li>i. 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</li> <li>j. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>k. How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>l. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

Appendix 2: 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 SCHOOL**

Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken. E.g.: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the school library.</i>