



PONTEFRACT
ACADEMIES TRUST

Relationships Education (Primary) and Relationships and Sex Education (Secondary) policy



Summary:

All schools must have in place a written policy for Relationships Education and Relationships and sex education (RSE). The policy ensures pupils are provided with a relationships education and RSE curriculum that meets the needs of pupils and parents and reflects the community that it serves.

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Contents

1. Purpose of policy and guiding principles	3
2. Links with other policies or legislation.....	3
3. Roles and responsibilities.....	3
4. Aims and objectives and RSE	4
5. Curriculum delivery and content	5
6. Support for staff and pupils	6
7. Parental requests	7
8. Monitoring and evaluation	7

1. Purpose of policy and guiding principles

The delivery of Relationships and Sex Education (RSE) is part of the Trust's mandatory duty defined as:

“Learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.”

The Trust intends RSE to be lifelong learning about moral and emotional development. RSE is in place to inform pupils about positive relationships and sexual health in the context of morality, self-awareness and individual responsibility.

We have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual, transgender and questioning (LGBTQ). Our inclusive RSE fosters good relations between pupils, tackles all types of prejudice (including homophobia) and, promotes understanding and respect.

RSE is delivered within the aims and philosophy of the Trust, and the agreed framework for the overall pastoral care of pupils.

2. Links with other policies or legislation

This policy has due regard to statutory guidance including but not limited to the following:

- DfE (2019) 'Relationships, Sex Education (RSE) and Health Education'.
- Section 80A of the Education Act 2002.
- Children and Social Work Act 2017.
- Regulations 2019.
- Equality Act 2010.
- DfE (2013) Science programmes of study.
- SEND Code of Practice.

This policy operates in conjunction with the following school and Trust policies:

- Child Protection and Safeguarding Policy.
- Behaviour Policy.
- SEND Policy.
- Inclusion Policy.
- Equal Opportunities Policy.
- Anti-Bullying Policy: Pupils.

3. Roles and responsibilities

It is the responsibility of the Headteacher to ensure that this policy is implemented in their school.

The planning, organisation and monitoring of the Relationships, Sex Education (RSE) and Health Education programme is the responsibility of the nominated Assistant Headteacher, supported by any specific PSHE/SMSC subject lead.

Liaison needs to be maintained with other Curriculum Leaders and senior members of staff in each school responsible for the curriculum.

4. Aims and objectives and RSE

Aims:

- Ensure that all pupils are safeguarded from the risk of harm or abuse.
- Ensure that pupils are able to make informed and consenting choices about relationships void of coercion, and negative influences.
- Prepare pupils for change to enable them to cope with the physical and emotional challenges of developing into adulthood.
- Provide pupils with an understanding of human reproduction.
- Develop pupils' personal awareness and understanding of their own identity in relation to relationships.
- Ensure that pupils understand the importance of healthy, mutually respectful and protective relationships.
- Understand the importance of physical and sexual health.
- Offer balanced, factual and accurate information, appropriate to the age of the pupils involved, about relationships and sexual health.
- Support the personal and social development of pupils.
- Support and complement the role of parents and carers in this area.
- Enable pupils to develop a set of standards and personal values with regards to relationship choices.
- Give pupils the skills and capability to express their feelings and openly discuss sensitive issues related to relationships.

Objectives:

- To deliver an innovative and engaging programme which covers any statutory requirements and meets pupils' needs in a sensitive way.
- To make extensive use of the skills of healthcare professionals and external agencies, where appropriate, to provide informed medical information.
- To generate an atmosphere where inquisitive questioning and open discussions about relationships and sexual health can take place in a supportive way, using appropriate vocabulary.
- To counteract intolerance, misunderstandings and misconceptions about relationships, sexual health, sexual orientation and, to counter gender stereotypes and bias.
- To reassure pupils that variations occur in the rate of growth and development (including physical, emotional and social development).
- To promote responsible behaviour and raise awareness about negative risk taking behaviour in relationships, enabling pupils to recognise the physical, emotional and moral implications of certain types of behaviour.
- To explain self-respect and respect for others including those from the LGBTQ community.
- To foster an appreciation of the value of stable family life and the responsibilities of adulthood and parenthood.
- To encourage pupils to access advice, support and guidance available in each Trust establishment and, where needed, signpost them to support available externally.

5. Curriculum delivery and content

In all Trust schools we deliver a comprehensive PSHE programme across all year groups with RSE being a core part of this curriculum. The content of which is delivered by school teachers, qualified external personnel and guest speakers.

In secondary schools a significant part of this curriculum is delivered through weekly Ethics and Character lessons in Key Stage 3. Content is also delivered on deeper learning days, through the pastoral curriculum in form time, in assemblies and interwoven throughout other subject areas.

A range of teaching methodologies are employed when delivering RSE, including the opportunity for open discussion.

All sessions are delivered within a framework which clearly outlines what is appropriate behaviour for these sessions, based on good communication and interpersonal skills within a broader base of self-esteem and respect. The delivery aims to be supportive, inclusive of all pupils' needs, honest and open, whilst demonstrating respect for staff and others.

Creating an understanding that positive, caring environments are essential for the development of good self-image and that individuals are in charge of, and responsible for, their own body and actions:

- Balanced factual information will be given in which pupils can examine their own attitudes and have opportunities to consider other views.
- Materials, information and teaching strategies used will be selected to be appropriate for the pupils' age, intellectual development and maturity.
- Teachers will assume that they may be covering areas that some parents/carers will already have covered with their children, therefore attitudes may have been formed and should be respected.
- It is recognised that it is important for the moral dimensions of sexual relationships to be considered responsibly, taking account of religious principles and parental guidance.
- The content will be presented to pupils in such a way to encourage them to have due regard for moral considerations.
- All work delivered will be sensitive to the needs of all pupils and will take account of gender, religions and sexual orientation.

The following are a range of topics which are covered. This is not an exhaustive list but a sample, and all statutory elements from the DfE guidance included across the curriculum. Whilst topics may be the same across age groups the content is very much tailored to and appropriate for the age of the learners:

- Building resilience and dealing with loss and change.
- Peer group pressure.
- Reproduction, change and physical and emotional development.
- Families and people who care for me.
- Caring and respectful relationships.
- Online relationships.
- Mental well-being.
- Physical health.
- Self-image, self-esteem and the impact on mental health.
- Sex education.

- Awareness of personal privacy and sexual abuse, for example the NSPCC PANTS Campaign.
- E and online safety, including the use of social media.
- Substance misuse and alcohol awareness and consent.
- Healthy relationships, including friendships and anti-bullying.

Exclusively Secondary content:

- Sexting and youth produced sexual imagery.
- Pornography and healthy relationships expectations.
- Domestic violence and relationship violence.
- Power imbalances and coercion in relationship.
- Safe sexual health, including sexually transmitted infections (STIs).
- Contraception and teenage pregnancy.
- Child exploitation and being safe.
- So called honour based violence (HBV) such as female genital mutilation (FGM) and forced marriage (FM).

The following topics are part of the statutory Science curriculum:

KS1 and 2 – the main external parts of the body, changes of the body from birth to old age, including puberty.

KS3 and 4 – reproduction in humans, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.

More detailed schemes of work can be requested from the school.

6. Support for staff and pupils

The following measures are in place to support pupils and staff in relation to RSE:

- Leaders will attend training and meetings as appropriate, to ensure that the school is kept informed and up-to-date.
- Teachers responsible for delivering RSE should feel confident and will be given appropriate support and training, if required.
- Guidelines from the DfE can be found on their website [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education). Staff are reminded of these guidelines and the need to develop appropriate teaching strategies.
- Staff are also reminded of their responsibilities towards child protection and how effective RSE can bring an understanding of acceptable behaviour, which can lead to a disclosure of a child protection issue.
- Provision for pupils to discuss issues or concerns on an individual basis is made available through the school if needed.
- If a child refers to being involved (or likely to being involved) in sexual activity, staff will deal with it as a matter of safeguarding/child protection and immediately inform the Designated Safeguarding Lead (DSL). Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse, including FGM. The DSL will deal with the matter in accordance with statutory safeguarding procedures.

7. Parental requests

Parental requests to view materials used in lessons should be directed to the Headteacher in writing. Parents/carers may be invited to the school at a mutually convenient time in order to look at materials.

Where copies of materials used are requested the Headteacher must be assured that these are not for reproduction or use elsewhere. The handling of requests will be dealt with in line with the Freedom of Information Act.

Parental requests for their child to be withdrawn from sessions on sex education will result in a discussion between the school and the parent/carer. If the decision is removal from certain or all sessions, the child will work in an agreed space outside the classroom and will be set an equal amount of work to that being covered in the sessions.

8. Monitoring and evaluation

This will take place through:

- End of topic review of the materials and delivery by pupils and staff.
- Regular meetings of those involved in the delivery of the programme.
- Meetings between those responsible for planning and organising, and the relevant member of the Senior Leadership Team.
- Annual review of the RSE Policy.