



**TUXFORD**  
Primary Academy

# Appendix to DALP Relationship Sex Education Policy 2019

*Office use*

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<b>Associated documents:</b>			
Links to: <input type="checkbox"/> Safeguarding & Child Protection Policy <input type="checkbox"/> Single Equality Policy <input type="checkbox"/> TPA Behaviour Policy		<input type="checkbox"/> Keeping Children Safe in Education <input type="checkbox"/> SRE Guidance (DfE 0116/2000) <input type="checkbox"/> The Equality Act 2010	
<b>Links to:</b>			
RSE consultation 2017: <a href="http://www.gov.uk/government/publications/relationships-education-rse-and-pshe">www.gov.uk/government/publications/relationships-education-rse-and-pshe</a>			

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## **1. Policy statement and introduction**

The government requires that relationships and sex education will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face.

This focuses on:

- different types of relationships, including friendships, family relationships, dealing with
- strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and
- respect for others, commitment, tolerance, boundaries and consent, and how to manage
- conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly
- within the context of relationships

## **2. Scope and purpose**

Relationship and sex education (RSE) is 'lifelong learning about physical, moral and emotional development. It is about the understanding of 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, including online sexting.

Diverse Academies wholeheartedly supports this philosophy and believes it is best taught as part of personal, social, health and citizenship education. The programme seeks to promote the spiritual, moral, cultural, mental and physical development of students as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age. It also incorporates the major strands of the National Healthy School Standard.

## **3. Responsibility for implementing the policy**

Diverse Academies has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. The Trust has delegated day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Principal.

3.1 Members of the Senior Leadership for each academy will be responsible alongside Pastoral leaders for the drawing up of the RSE appendix to this policy. Students have the opportunity to provide their views through student voice activities and parents can contribute through parent consultation activities.

3.2 The appendices must outline how the academy delivers the curriculum on:

- safety in forming and maintaining relationships
- the characteristics of healthy relationships
- how relationships may affect mental and physical health

Role of senior leaders and pastoral heads in each academy

These members of staff will together:

- a. Manage all aspects of the RSE programme developing curriculum materials where appropriate
- b. Liaise with external agencies to deliver specific elements of the programme
- c. Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum.

#### **4. Aims and objectives of RSE**

The aim of RSE is to help students develop a healthy, safer life style. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavors to help young people develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare students to develop caring, stable relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all students together with sensitivity to the needs of others, loyalty and acceptance of responsibility. All sexual relationships and diverse family groups are also discussed.

#### **5. The content and organisation of the RSE**

RSE will be taught through curriculum days, citizenship or personal and social development lessons. The programme is delivered to all students (see appendix 1) by dedicated selected staff, supported by a variety of professionals, including, where appropriate, the school nurse, with expertise in specific topic areas. Teaching staff will be present when colleagues are working with a teaching group and will be responsible for preparatory or follow-up work as appropriate. The topics are developed gradually through the programme and enhanced by the academy's pastoral system.

The RSE curriculum is organised in a spiral which develops themes/topics taking into account the age and maturation of the students. This means that topics are revisited in greater detail as students get older. Lessons are delivered to mixed-ability teaching groups. A variety of teaching and learning styles will be used to ensure effectiveness and differentiation. Before any lessons begin the teacher will discuss and establish agreed 'ground rules' which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement. Parents have the right to withdraw their child from any part of any RSE programme but not the biological aspects of human growth and reproduction that is part of the National Curriculum science (see appendix 2).

This procedure is regularly indicated in school brochures and parents/carers mailings. Requests should be made in writing to the Principal. A copy of withdrawal requests will be placed in the students' educational record. Diverse Academies believes in a whole-academy approach and contributions can be made by different curriculum areas. All teaching is reinforced by the general ethos of the academy in creating a supportive environment for all students. Students are regularly informed of who can offer confidential support and where they can access sexual health services.

Across all key stages, students will be supported with developing the following skills:

- communication (including how to manage changing relationships and emotions);
- recognising and assessing potential risks;
- assertiveness;
- seeking help and support when required;
- informed decision making;
- self-respect and empathy for others;
- recognising and maximising a healthy lifestyle;
- managing conflict;
- discussion and group work.

## **6. Sensitive issues**

It is inevitable that controversial issues may occur as part of RSE e.g. divorce, rape, abortion, etc. The issue will be addressed with sensitivity and at a level appropriate to the age group, in an objective manner free from personal bias. Account must be taken of different viewpoints, e.g. different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

## **7. Confidentiality and disclosure**

It is almost inevitable that effective RSE which allows for open discussion to take place may lead to disclosures from students. It is essential that those teaching RSE are completely familiar with the child protection procedures. Student disclosures or suspicion of abuse must be followed up with the student concerned, that same day and referred to the designated senior teacher for child protection or the designated person. They will deal with these disclosures or suspicions in line with the child protection policy.

## **8. Health professionals**

They are bound by their own professional codes of conduct, but in the classroom setting they are also bound by relevant academy policies. Outside the teaching situation they can give one-to-one advice or information to a student on health related matters including contraception.

## **9. Family life**

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with the emphasis on; respect; caring and support. RSE will be taught as a part of family life within a permanent, monogamous, heterosexual relationship. All family groupings are discussed and respected.

## **10. Religion and faith**

Through curriculum days, citizenship or personal and social development lessons and by linking to other curriculum areas such as religious studies. Students are made aware of other religions, faiths, cultures and citizenship. Where there is a cultural or ethnic mix in the classroom, teachers will need to make themselves aware of pertinent issues relating to the needs of specific students, for example, discussion of some topics in a mixed sex group is forbidden in some religions.

## **12. Equal opportunities, inclusion and disability**

RSE has to be inclusive and should seek to help young people to:

- a. Be aware of sexuality
- b. Understand the arguments for and benefits of delaying sexual activity
- c. Understand the reasons for having protective sex
- d. Value themselves and others
- e. Avoid exploitation

Whilst these issues are pertinent for all young people regardless of their physical or intellectual capabilities it is essential that language and methodologies used are appropriate and adapted where necessary to accommodate their disability.

## **13. Children and young people in public care**

Children and young people in public care are particularly vulnerable to poor sexual and emotional health. They often miss out on RSE at home, at their academy and in care because of the often disrupted pattern of their experiences. Designated staff from each academy will ensure that each young person's entitlement is met in this regard.

## **14. Lesbian, gay, bisexual and transgender (LGBTQ+)**

Within the PSHE framework, teachers should help students to develop skills to enable them to understand difference and respect themselves and others. This will lead to a greater understanding of the nature of sexuality, removing the likelihood of prejudice and bullying.

The sexual, social, emotional and mental health needs of LGBTQ young people will be addressed through designated staff at the respective academy or other externally sourced professionals.

From 2019, Diverse Academies is committed, through a partnership with Stonewall to promote the well-being of children who identify as LGBTQ, and to educate the wider academy community on issues around gender identity.

## **15. Homophobic Bullying**

Diverse Academies will take positive steps to eradicate homophobia as a motivator for bullying.

Through curriculum days, citizenship, personal and social development lessons and subjects such as religious studies work will include discrimination; social injustice and respecting diversity, with specific reference to the human rights of gay, lesbian and bisexual people. Homophobic bullying within any of the trust's academies is not acceptable. Diverse Academies will support all students in a positive manner observing the protected characteristics of the Equality Act 2010.

## **16. RSE and students with special educational needs and disability**

Diverse Academies is an inclusive organisation. Students with special educational needs and disability will, wherever possible, follow the main stream curriculum and may have supporting lessons from a teaching assistant. The students' opinions will be sought and valued as with all students. Appropriate interventions will be made to enable academies to handle SEN as appropriate on an individual basis.

## **17. Staff training**

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. DALP will support the use of visitors from outside the trust (such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **18. Monitoring, evaluation and review**

To ensure that the RSE programme is effective; is meeting the needs of students and complies with RSE guidelines the following strategies will be used to quality assure the Diverse Academies RSE programme:

- a. Evaluation self-review from students after specific topics or at the end of key stages
- b. Comments from students and representatives of the Student Forum
- c. Whole class discussions

## **19 Dissemination of the policy**

The policy will be located on the Diverse Academies website to ensure that it is disseminated to all stakeholders. Copies will be available at individual academy receptions and academy websites will have a direct link to this policy and each academy will have their academy specific appendix on their website.

## **20 Parental rights to withdraw**

Diverse Academies are committed to ensuring that the education provided to pupils in relationships education and RSE is appropriate to the age of pupils and their religious background. This provision enables our faith academies to teach these subjects according to the tenets of their faith, whilst still being consistent with requirements of the Equality Act. The trust recognises, in accordance with statutory guidance, that parents have the right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science), but not from relationships education at primary. This is because parents should have the right to teach this themselves in a way which is consistent with their values. Parents wishing to exercise this right must do so in writing to the Principal at the respective academy. The academy will make reasonable adjustments and provide suitable work for their child (ren) at this time.

## **21. Review of the policy**

This policy is reviewed annually by the Trust we will monitor the application and outcomes of this policy to ensure it is working effectively

### **Appendix B**

#### **Primary:**

At primary school level relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how their bodies work.
- Can protect themselves and ask for help and support.
- Are prepared for puberty.

### **National Curriculum at primary**

#### **Key stage 1**

Statutory requirements:

- Pupils should be taught to identify, name, draw and label the basic parts of the human body
- and say which part of the body is associated with each sense.

#### **Key stage 2**

Statutory requirements:

- Pupils should be taught to notice that animals, including humans, have offspring which
- grow into adults
- Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.
- They should also be introduced to the processes of reproduction and growth in animals.
- The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

### **Appendix C**

A Value Framework for RSE

Young people should be taught RSE within a framework that models and encourages the following values:

- A respect for self
- A respect for others
- Non-exploitation in sexual relationships
- Commitment, trust and bonding within sexual relationships
- Honesty with self and others
- A development of critical self-awareness for themselves and others
- An exploration of the rights, duties and responsibilities involved in sexual relationships
- Compassion, forgiveness, mercy and care when people do not conform to their way of life
- An acknowledgement and understanding of diversity regarding religion, culture and



- sexual orientation
- Self-discipline regarding their sexuality