



MULTI-ACADEMY TRUST

RELATIONSHIP AND SEX EDUCATION POLICY

Responsible for Policy	CEO/Executive Principal
Date Last Reviewed	September 2018
Approved by Trust Board	15.11.18
Review Date	September 2020

1. Definition of Relationship & Sex Education (RSE)

- 1.1 The Sex Education Forum defines RSE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.
- 1.2 RSE should empower young people, build self-esteem, offer a positive and open view of sex and support sexual self-acceptance and mutual respect.
- 1.3 Planning for RSE also requires an understanding of the needs of children and young people. Knowing about aspects of RSE does not, on its own, ensure a young person's personal safety and sexual health.
- 1.4 Good RSE should help pupils to develop the personal skills they will need if they are to establish and maintain relationships and make informed choices and decisions about their health and wellbeing.

2. The Importance of RSE

- 2.1 Children need high-quality relationships and sex education so they can make wise and informed choices (the Importance of Teaching Government White Paper 2010).
- 2.2 It 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. It is not about the promotion of sexual orientation or sexual activity (Department of Education Sex and Relationship Guidance July 2000).
- 2.3 Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Ethics (PSHE).
- 2.4 A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. (Sex and relationships education [SRE] for the 21st century PSHE Association and Sex Education Forum 2014).

3. Teaching RSE

- 3.1 LEAP Multi-Academy Trust ensures that RSE is taught in its Academies within a moral framework which includes the following:-
 - Respect for self and others
 - Non-exploitation in relationships
 - Commitment, trust, and love within relationships
 - Honesty with self and others
 - Self-awareness for self and others
 - Exploration of rights, duties and responsibilities involved in sexual relationships
 - Acknowledgment and understanding of the diversity regarding religion, culture and sexual orientation.
- 3.2 RSE is taught through National Curriculum Science and through the Trust's well planned Ethics curriculum. The RSE programme complements, and is supported by, the Trust's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding.

4. Formulation of the Policy

- 4.1 The Trust developed the policy in consultation with an RSE specialist; staff members/Academy Ambassadors and undertaking "Student Voice" [whole Academy survey in July 2018] by one of its Academies, and which was shared with parents/carers via that Academy's website.
- 4.2 The policy is written in the context of ongoing consultation around the future of RSE and PSHE (Personal, Social, Health and Economic Education) curriculum delivery in Schools/Academies - the Secretary of State for Education has confirmed the Government's ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships Education (Primary), Relationships and Sex Education (RSE - Secondary) and, subject to the outcome of a thorough consideration of the subject, Personal, Social, Health and Economic Education (PSHE - both) statutory in all Schools/Academies. **PSHE and RSE both likely to be statutory in September 2019 with guidance likely to be shared with Schools/Academies in Spring 2019.**

5. Role of Ethics (PSHE) Co-ordinator

- 5.1 The role of the PSHE subject leader is to ensure all staff are up-to-date and equipped with the relevant knowledge and resources in order to deliver effective RSE. The leader will monitor that RSE is being taught as outlined in this policy.

6. Aims/Objectives of RSE

- 6.1 The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable, as well as unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed (DfE draft RSE guidance 2018).

7. Parental Rights and the Curriculum

- 7.1 Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (DfE draft RSE guidance 2018).
- 7.2 If a parent/carer wishes to withdraw their child from aspects of the RSE programme then they need to write a letter to the Academy's Principal stating their reasons for the request. Parents will be invited into the Academy to discuss their relevant concerns regarding the programme with relevant staff and to view materials.
- 7.3 Once those discussions have taken place, except in exceptional circumstances, the Academy will respect a parents/carer's request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the Academy will make arrangements to provide the child with sex education during one of those terms' (DfE draft RSE guidance 2018).

8. Ethics Curriculum Overview

8.1 The Trust's curriculum is outlined below:-

Y7	Y8	Y9	Y10	Y11
Healthy relationships including <ul style="list-style-type: none"> • Friendships • Puberty • Lifestyle survey 	Privacy Online safety including <ul style="list-style-type: none"> • Sexting • Healthy relationships • CSE <u>Outside agencies</u> CSE: Chelsea's Choice production	STIs Contraception Healthy relationships Gender stereotypes <u>Outside agencies</u> CSE: Average Joe production CSE: SY Police YOYO campaign	Marriage Divorce Sexuality LGBTQ Safe sex and contraception Consent Domestic Abuse Sex in the media Positive relationships Mental Health FGM Baby doll scheme Lifestyle survey <u>Outside agencies</u> HIV talks CSE: Working for Marcus	Sexuality Pornography Consent Parenting Contraception