Relationship Education, Relationship and Sex Education and Health Education Policy

Document Management Information

Applicable to:	All staff in all Academies including individuals employed by the Trust, contractors and agency staff. All Members and Trustees.
Development and Consultation:	All DRET academies will use this policy as the basis for developing their own procedures in consultation with parents and pupils and in discussion with members of the ASC at each academy.
Dissemination:	The policy will be available to staff, via the Trust's Policy Centre and each academy will have its own contextualised version.
Implementation:	The policy will be used by all leaders and teachers in the context of their academy.
Training:	Each academy will take responsibility for staff training.
Review Frequency:	The policy will be reviewed every three years or earlier if needed in the light of new evidence/legislation/guidance.
Policy Author:	Juliet Jaggs, Director of Development
Executive Policy Owner:	Mark Neild, Deputy Chief Executive
Approval by:	Education Committee (Level 2)
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Revision History

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Contents

Contents....3
1. Introduction....4
2. Policy Scope....4
3. Legal and Regulatory Framework....4
4. Definitions....4
5. The Trust's policy on Relationships Education, Sex and Relationships Education and Health Education....5
6. Roles and Responsibilities....6
7. Procedures....7
8. Reporting and Consequences of Non-Compliance....7
9. Policy Status....7
10. Related Policies....7

1. Introduction

1.1. The David Ross Education Trust respects every pupils' entitlement to Relationship Education, Relationship and sex education and health education and ensures that it compliments all aspects of the curriculum. Policy will be fully integrated with other procedures to promote pupils' welfare including safeguarding, on-line safety and whole school approaches to health and wellbeing.

2. Policy Scope

2.1. This policy applies to all academies in the Trust. Relationship Education is a mandatory requirement for all primary academies; Relationship and Sex Education is a mandatory requirement for all secondary academies and Health Education is required in all schools.

2.2. In primary academies, the curriculum will provide the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

2.3. The Trust believes that the implementation of the Relationship education, sex and relationship education and health education curriculum plays an important role in preventing sexual harassment, sexual abuse, including online, and sexual violence between pupils. The policy is strongly linked to the values of each DRET academy, the DRET Behaviour and Ethos policy and the pastoral support system in each academy.

2.4. It is the responsibility of all individuals in the Trust to familiarise themselves with this policy and comply with its provisions.

3. Legal and Regulatory Framework

3.1. This Policy takes its legal framework from the following legislation and statutory guidance:

3.1.1. Relationship education, sex and relationship education and health education 2020.

3.1.2. Keeping children safe in education 2021

3.1.3. The Statutory Framework for the Early Years Foundation Stage 2021

3.1.4. Behaviour and discipline in schools 2020

3.1.5. Mental health and behaviour in schools 2018

3.1.6. Sexual violence and sexual harassment between children in schools 2021

3.1.7. Sharing nudes and semi-nudes: advice for education settings working with children and young people 2020

3.1.8. The SEN Code of Practice 2015

3.1.9. The Equality Act 2010

4. Definitions

4.1. Commentary or list of key definitions here:

4.1.1. **Trust** means all Academies within the David Ross Education Trust, as well as Head Office and central services operations.

4.1.2. **Executive Leadership Team** means the Chief Executive Officer ("CEO") and the direct line management reports of the CEO (the "Directors").

4.1.3. **Relationships and sex education (RSE)** is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

5. The Trust's policy on Relationships Education, Sex and Relationships Education and Health Education

5.1. All academies in the Trust will:

5.1.1. Create a safe environment where pupils are able to discuss personal and sensitive issues. Relationships and sex education often draws on pupils' own experiences; pupils who indicate that they may be at risk will be supported in accordance with the Safeguarding and Child Protection policy and the academy appendix.

5.1.2. Work closely with parents as the primary educators in their children's development. Parents will be supported to discuss issues at home, including to recognise their child's developing needs for privacy, independence and their sexuality.

5.1.3. Establish a clear process that allows parents to withdraw their child from some or all of the sex education delivered as part of the statutory part of RSE until three terms before the child's 16 birthday.

5.1.4. Implement an academy wide approach to preventative education and providing a curriculum developed to be age and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and will include such issues as:

i. healthy and respectful relationships;

ii. what respectful behaviour looks like;

iii. consent;

iv. stereotyping, equality;

v. body confidence and self-esteem;

vi. prejudiced behaviour;

vii. that sexual violence and sexual harassment is always wrong; and

viii. addressing cultures of sexual harassment.

5.1.5. Comply with the provisions of the Equality Act regarding faith and religion. Planning will account for the religious backgrounds of all pupils when planning teaching and may teach about religious perspectives. Teaching will reflect the law as it applies to relationships so that pupils clearly understand what the law allows and does not allow.

5.1.6. Academies will keep their policy on Relationships Education, Sex and Relationships Education and Health Education, processes, and curriculum under constant review to protect all children.

Reports of sexual violence and/or harassment will routinely be analysed to identify patterns of behaviour. Any such patterns will be addressed in accordance with the DRET Safeguarding and Child Protection policy, as well as by updating relevant policies, processes, or relevant parts of the curriculum.

5.2. Pupils are entitled to the curriculum which will:

5.2.1. Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

5.2.2. Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;

5.2.3. Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

5.2.4. Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

5.2.5. Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

5.2.6. Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

5.2.7. Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

5.2.8. Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

5.2.9. Be delivered by competent and confident educators;

5.2.10. Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

5.3. Teaching

5.3.1. Teaching will incorporate DRET principles of high quality teaching. Plans will be flexible and respond to pupils' current level of knowledge and skills. Time with pupils will enable them to revisit, recap and extend the knowledge and skills over time. Teaching will involve a range of practical activities and resources that allow pupils to ask questions and talk about key issues of personal and private behaviours, consent and positive relationships. Leaders will adjust groupings so that they are conducive to discussing these issues.

5.3.2. The curriculum will be accessible for all students. Teaching will be differentiated and personalised, preparing pupils for adulthood outcomes. The Trust is aware that pupils with SEND can be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. The curriculum will be covered at a pace of the pupils and in ways that suit their understanding.

6. Roles and Responsibilities

6.1. The principal is responsible for

6.1.1. appointing a designated member of staff to oversee the delivery of this aspect of the curriculum;

6.1.2. implementing adequate planning and subsequent monitoring to secure the pupils' curriculum entitlement;

6.1.3. ensuring teachers have adequate time and training to develop the skills required for effective teaching, as well as access to materials that enable them to meet the needs of the pupils;

6.1.4. establishing a process parents should follow if they wish to withdraw their child from the sex education element of the curriculum.

7. Procedures

7.1. Each academy will consult with parents and pupils to agree the following:

ix. Details of content and when each topic is taught, taking account of the age of the pupils

x. Who delivers either Relationship Education or Relationship Sex Education

xi. How the policy has been produced and how it will be kept under review in both cases working with parents

xii. How delivery of the content will be made accessible to all pupils including those with SEND

xiii. Explanation of the right to withdraw

8. Reporting and Consequences of Non-Compliance

8.1. Compliance will be monitored through curriculum audit procedures and covered in the Principal's routine report to the Director of Primary Education/Secondary Education.

9. Policy Status

9.1. This policy does not form part of any employee's contract of employment.

10. Related Policies

10.1. This policy is related to the following other Trust policies:

- The DRET Safeguarding and Child Protection policy
- The DRET Behaviour and ethos policy
- The DRET Anti-bullying policy
- The DRET Peer on Peer abuse policy
- The DRET Transgender policy
- The DRET SEND policy
- The DRET PSHE policy
- The DRET visiting speaker procedures