Relationship Education, Relationship and Sex Education and Health Education Policy

Thomas Middlecott Academy

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Document Management Information

Applicable to:	All staff in TMA including individuals employed by the Trust, contractors and agency staff. All Members and Trustees.
Development and Consultation:	This policy has been developed in consultation with parents and students 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 TMA and the DRET academies.
Training:	Staff training will be provided by various sources, including Stevenson 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:	Nicola Hall Rushton – AP Pastoral and Behaviour
Executive Policy Owner:	Mark Neild, Deputy Chief Executive
Approval by:	Chris Blanchard – TMA Chair of Governors
Approval Date:	PENDING
Next Review Due:	Sept 2026

Revision History

Document version	Description of Revision	Date Approved
0.1	Draft document	25th November 2020
1.0	Approved policy	3rd March 2020
2.0	Approved policy – new version – approved minor amendments	17th September 2021
0.3	Draft policy – new version – minor amendments	17th February 2023
3.0	Approved policy – new version – approved minor amendments	Pending

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TMA's Values and Ethos

At TMA we are committed to providing every student with a high quality RSE and PSHE education. As an academy we want to encompass PSHE and RSE into the daily lives of our students, ensuring that the curriculum reflects the diversity of our community. This will equip our students in becoming caring, thoughtful and positive citizens in the academy and the wider community. At TMA we believe in the development of everyone's self-confidence, self-discipline and awareness of socially acceptable standards.

As Relationship Education is a mandatory requirement for all secondary schools and Health Education is required in all schools, our 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.

TMA 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 TMA, the TMA Behaviour and Ethos policy and the pastoral support system.

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

TMA's policy on Relationships Education, Sex and Relationships Education and Health Education

TMA creates a safe environment where pupils are able to discuss personal and sensitive issues without the threat of ridicule or embarrassment. The use of a trusted form tutor in delivering the PSHE/RSE sessions and a trained Sexual Health Advisor ensures information is delivered in a sensitive, professional and caring manner where accurate and up-to-date information is always shared.

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 TMA Safeguarding and Child Protection policy. TMA also works as a pilot school with LiSH (Lincolnshire Integrated Sexual Health).

Pupils at TMA, during their 5-year journey, will cover themes under the categories of: Health and Well-being, Relationships and Living in the Wider World. Topics covered will include:

- positive and healthy relationships
- physical and mental health
- lifestyle and wellbeing
- healthy eating
- body image
- promoting emotional wellbeing
- multi-cultural Britain
- identity
- equality
- stereotypes
- prejudice
- discrimination
- traditions
- influence and impact of drugs, gangs, role models and media
- safety
- fair and equal opportunities
- loss, grief and mental health
- FGM
- first aid

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- consent
- sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment, amongst other topics.

Curriculum Design

Our RSE programme is an integral part of TMA's PSHE (Personal, Social, Health, Economic) provision. Subjects across the curriculum also build on the PHSE programme, such as biological elements in the science curriculum, diversity in English and cultural aspects in Religious Studies, for example.

Our accurate and factual PSHE/RSE curriculum enables all TMA students to make informed choices. We ensure that all pupils feel valued and that our young people will bring prior learning and real life experiences to their classrooms. The PSHE/RSE programme respects people's individualities and is mindful of those pupils with protected characteristics. It also caters for, through the mode of teaching, pupil's different abilities, levels of maturity and personal circumstances, for example, gender identity, immediate family circumstances and the wider community.

The curriculum covers the development of skills to support healthy and safe relationships and ensure good communication about these issues as well as promoting 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. Lessons give way to young people being clearly informed of their rights, such as how they can access confidential advice and health services within the boundaries of safeguarding.

Our programme is delivered in form time, assemblies, collapsed day workshops and through one-to-one meetings.

Teaching

Taught sessions 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. The curriculum will be covered at a pace of the pupils and in ways that suit their understanding.

Staff will ensure they use distancing techniques, for example, the opportunity for students to share their worries in a less public space (following DRET Safeguarding protocols). Teachers will also endeavour to answers questions as honestly as possible, but if faced with a question they do not feel comfortable answering or able to answer with the classroom setting, they have the right to decline to answer. However, the teacher would ensure that provision is made for another person to meet the individual's needs.

Safeguarding

Teachers are aware that effective PSHE/RSE delivery can lead to disclosures. Teachers are aware of the TMA Safeguarding Policy and should any disclosures, or concerns, be raised in a session, they are to report this on Safeguard Hand and speak directly to the DSL: Tara Gates.

The DRET and TMA PSHE/RSE policies will be shared with all volunteers/speakers prior to delivery of sessions.

LiSH (Lincolnshire Integrated Sexual Health) will visit TMA throughout the academic year. This information has been shared with parents/carers and students and is a clinic (by appointment only) where our young people in Years 9, 10 and 11 can have a confidential discussion about sexual health issues. These sessions will not be reported as a safeguarding concern and parents will not be informed that their child has attended a LiSH meeting.

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Parents and Stakeholders

Parents/carers have the right to withdraw their children from the non-statutory components of RSE. *Sexual Education is statutory, in that it has to be delivered in secondary schools; however, parents have the right to withdraw just from the sexual education.* Parents/carers can identify when TMA will be delivering RSE by referring to our Long-Term Planning documentation.

Requests for withdrawal should be put in writing and addressed to the Principal. The Principal will discuss the request with the parent/carer and take appropriate action. A copy of the 'withdrawn request' will be placed on the pupil's education file. Alternative work will be given to the pupils who are withdrawn from RSE.

Opportunities to view the materials and resources used will be available upon request. Resource booklets can be viewed on the website.

Roles and Responsibilities

The TMA Governing Body will approve the RSE policy and hold the Principal to account for its implementation.

The Principal is responsible for ensuring that RSE is taught consistently across the academy and for managing the requests for withdrawal of pupils.

A member of the Senior Leadership team will lead the PSHE/RSE programme and is responsible for the regular review of the PSHE overview.

The voice of the pupils, parents/carers, parents and governors will be sought with regards to the curriculum for PSHE and RSE.

Tutors are responsible for delivering the programme in a sensitive manner to meet the needs of the TMA pupils. They should model positive attitudes towards PSHE and RSE and have high expectations for quality of work. Staff do not have the option to opt out of teaching RSE/PSHE and staff who have concerns should discuss this with the Principal – this may indicate a training need for a specific topic.

Personal beliefs and attitudes of teachers will not influence the teaching of PSHE/RSE at TMA.

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