



# QUANTOCK

## EDUCATION TRUST

# Relationship, Health and Sex Education (RSHE) Policy

LINKS: Child Protection and Safeguarding policy, Behaviour and ethos policy, Anti-bullying policy, Peer on Peer abuse policy, SEND policy, PSHE policy, Visiting speaker procedures

DATE: February 2021

POSTHOLDER RESPONSIBLE: CEO

TRUSTEES/GOVERNORS COMMITTEE: Standards & Performance

AUDIENCE: Staff, Parents, Students

STATUS: Ratified

DATE RATIFIED: 8 July 2021

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## 1. Introduction

- 1.1. From September 2020, new government guidance introduced statutory elements within the curriculum including Relationship Education, Relationship and sex education and health education. Although it is an identifiable part of the Personal, Social, Health and Economic (PSHE) curriculum for all key stages, it is also integrated in a whole school approach to pupils' personal development. The Quantock Education Trust (QET) respects every pupils' entitlement to Relationship Education, Relationship and Sex Education and Health Education and ensures that it compliments all aspects of the curriculum. This 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 overarching policy applies to all schools in the Trust. Each school is also required to have its own school specific policy which provides the detail relating to roles, responsibilities, curriculum delivery (including SEND and the parental right to withdraw). Relationship Education is a mandatory requirement for all primary schools; Relationship and Sex Education is a mandatory requirement for all secondary schools and Health Education is required in all schools.
- 2.2. In primary schools, 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. 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:
  - Relationship education, sex and relationship education and health education 2020.
  - Keeping children safe in education 2019
  - Behaviour and discipline in schools 2016
  - Mental health and behaviour in schools 2018
  - Sexual violence and sexual harassment between children in schools 2018
  - The SEN Code of Practice 2015
  - The Equality Act 2010
  - The Human Rights Act 1998

## 4. Definitions

- 4.1. Commentary or list of key definitions here, eg:

- 4.1.1. Trust means all Schools within the Quantock Education Trust, as well as school leaders, the Trust central team and governors at all levels.

4.1.2. Executive Leadership Team means the Chief Executive Officer (“CEO”), The Director of Finance & Operations (“DFO”), the School Improvement Director and Executive Primary Lead.

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 wellbeing.

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

### 5.1. All schools 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 Child Protection and Safeguarding policy (Parts 1 and 2).

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. 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.

### 5.2. 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 QET 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. In line with statutory guidance the teaching should include the explicit teaching and development of important attributes such as respect, honesty, kindness, tolerance and courtesy. This also includes personal privacy, respect and consent to ensure that young people have a good understanding of how to behave towards their peers.

5.3.3. The curriculum will be accessible for all pupils. 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. Teaching should be:

- Sensitive
- Age-appropriate
- Developmentally appropriate
- delivered with reference to the law

## 6. Roles and Responsibilities

6.1. The Head of School/Headteacher 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 school will consult with parents and pupils to agree the following:

- Details of content and when each topic is taught, taking account of the age of the pupils.
- Who delivers either Relationship Education or Relationship Sex Education
- How the policy has been produced and how it will be kept under review in both cases working with parents
- How delivery of the content will be made accessible to all pupils including those with SEND
- 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 Head of School/Headteacher's termly report to the Local Governance Committee.

## 9. Policy Status

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

## 10. Monitoring

10.1. This policy will be reviewed on an annual basis or when national guidance changes or in the light of new legislation.