

September 2024

Next Review date: September 2025

Relationship and Sex Education Policy

This policy applies to all academies managed by Wootton Academy Trust (WAT).



**Wootton
Academy Trust**

Person responsible: WAT Deputy Head – Inclusion and Diversity

Approved by: Executive Headteacher

1. Introduction.

We believe relationships and sex education is important for our learners as it allows them to be taught the facts of sex and relationship education in an environment that is safe, allowing learners to ask, question and expand on their own viewpoints.

We recognise that parents are the first teachers of their children and view the partnership of home and School/College as vital in making sure our children are educated for the future. It is key that parents and School/College work together to provide a broad and balanced curriculum.

We are required to teach relationships education/RSE as part of PSHCE. From September 2021 all Schools must deliver relationships and sex education as per Section 34 of the Children and Social work act 2017. In addition, we are to have regard to guidance issued by the Secretary of State for Education as outlined in Section 403 of the Education Act 1996. The parental right to withdraw their children from RSE remains in secondary education, for aspects of sex education which are not part of the Science curriculum.

2. Aims and objectives of this policy.

- To ensure that every child has a strong understanding of what makes a good positive relationship, and how to identify signs that things are going wrong.
- To ensure that all learners are aware of where help can be found and where to access services both inside and outside of School.
- We ensure RSE is inclusive and meets the needs of all our learners, including those with special educational needs and disabilities (SEND) by including a wide diversity of examples and people within our RSE lessons.

The intended outcomes of our programme are that learners will:

- know and understand a healthy and positive relationship
- understand they have a right to remain true to their own values and beliefs
- understand they have a responsibility to themselves and those of their peer group when dealing with social media
- develop the skills of diagnosing when there is something wrong, and being able to identify how to correct the issue and find the support that is needed.
- develop the attributes of healthy, open and balanced adults, who are aware of what they are entitled to within a relationship

3. Roles and responsibilities.

The Curriculum and Standards Committee is responsible for approving the RSE policy, monitoring its implementation and reviewing it and holding the Executive Headteacher to account for its implementation.

The Executive Headteacher is responsible for ensuring that RSE is taught consistently and to a high standard across the Trust.

The Head of School and Head of College are responsible for:

- agreeing the curriculum content of the RSE programme in their settings with the Executive Headteacher
- managing requests to withdraw learners from non-statutory components of RSE
- ensuring the programme is evaluated
- approving any requests from parents and carers to withdraw children below the age of 16 from any non-statutory elements of the programme

PSHCE Co-ordinators are responsible for:

- ensuring updates to the programme are completed
- training is provided to those delivering RSE

Those delivering RSE are responsible for:

- delivering the RSE curriculum in a sensitive way
- modelling positive attitudes to RSE
- monitoring progress
- responding to the needs of individual learners, including those with SEND as we recognise that pupils with SEND may be more vulnerable to exploitation, bullying and abuse (including peer on peer abuse). RSE must be accessible for all learners and tutors will differentiate and personalise their delivery to ensure accessibility. Where there is a need for adults to tailor content and delivery to meet the specific needs of learners, they will be guided by the content of the Pupil Passports and seek support from key workers, PSHCE Coordinators and/or the SENDCo as necessary.
- informing the PSHCE Coordinators of those learners whose parents wish them to be withdrawn from the non-statutory components of RSE. Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Executive Headteacher.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

4. Curriculum Design.

The Trust's RSE programme is an integral part of its PSHCE education provision and will cover the content detailed in the DfE's statutory guidance in force at the time. The method and order of delivery has been tailored to be age appropriate for students.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including:

- Discussion as a class and small groups, individual learning and time for reflection;
- Resources we use include current videos from Childline, CEOPs and other recommended sites and these are regularly reviewed;
- Selected resources, such as books and film clips, which support and promote understanding within a moral/values context

At Key Stages 3 and 4 learning about relationships and sex education in PSHCE education lessons will link to/complement learning in Biology, Religious Education, Physical Education and Food Technology.

Learners will be encouraged to reflect on their own learning and progress.

Assessment in RSE will be through a selection of IT opportunities, homework, in class discussion and teacher led assessment and learner feedback.

An overview of the learning in each year group can be found on the School/College websites. Learning is intended to spiral and build as learners progress from Key Stage 3 to 4 and 5 so that topics are taught in an age-appropriate manner.

5. Safe and Effective Practice.

We will ensure a safe learning environment by ensuring that ground rules are set as a class at the beginning of each RSE block and revisited throughout the teaching that term. Teachers and learners will agree ground rules by

following the set guidelines given and adding others where needed. Distancing techniques such as staff never giving out personal information, or asking direct questions of pupils are used to allow learners to discuss issues without personalising them. Learners' questions will be answered by factual straightforward answers. All staff teaching RSE will be supported by the PHSCE coordinators, the Year Leader, DSL and the connected SLT lead.

Staff delivering sessions are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

All staff are trained to follow procedures in line with the WAT Safeguarding and Child Protection Policy. Staff will report to the Designated Safeguarding Lead, and in their absence one of their deputies, in line with Trust policy, should there be any concerns raised within a class environment.

Visitors/external agencies will only be allowed to support the delivery of RSE with the agreement of the Head of School or College, and will be informed of the WAT Safeguarding and Child Protection Policy in advance. Any and all materials used by such visitors/agencies will be shared with the Head of School or College in advance to ensure that they are age appropriate and compliant with all relevant legislation, guidance or Trust policies.

6.Engaging stakeholders.

The policy will be available to parents through the School and College websites.

We work closely with parents to ensure that they are fully aware of what is being taught by informing them through the newsletter of when RSE is taught and the content covered opportunities for parents to talk to PHSCE coordinators are offered by appointment.

Parents/carers have the right to withdraw their children at Key Stages 3 and 4 from the non- statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than be withdrawn, the school will arrange this. Requests for withdrawal should be formally requested in writing and addressed to the PHSCE Co-ordinator and Head of School/Head of College. The PHSCE Coordinator and Head of School/Head of College will discuss the request with parents/carers and take appropriate action. If a parent/carer requests that their child be removed from RSE, we will ensure a safe working environment and provide support by ensuring appropriate curriculum related activities are available

Governors will be informed of the RSE policy and curriculum through the meeting cycle.

7. Monitoring and review, policy into practice.

We will review this policy as required. We will also review the policy if incidents occur that suggest the need for review. This policy will be reviewed and monitored by the WAT Curriculum and Standards Committee.