

## Central RSA Academies Trust Relationship and Sex Education Policy

### **Introductory statement**

The Central RSA Academies Trust schools have adopted this policy and fully recognise the importance of RSE in compliance with the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2019).

*"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." (from the Secretary of State for Education foreword, 2018)*

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of appropriate loving and caring relationships and the understanding of reproduction, sexuality and sexual health at an age appropriate level. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age. As a Trust, we ensure that RSE is inclusive and meets the needs of all students, which is appropriate for their age, understanding and level of physical development with differentiated provision if required.

### **Values and Aims**

Students will learn the significance of stable relationships as key building blocks of community and society. Care will be taken to ensure that there is no stigmatisation of young people based on their home circumstances ensuring inclusivity and sensitivity for all learners and their backgrounds.

The RSA schools across the Trust serve a wide variety of communities and cultures and recognise the different beliefs and needs of each individual student cohort. Please see appendices for individual school details.

The aims of the RSE programme of study are to enable students to:

- be prepared for puberty and adulthood;
- develop positive values and a moral framework that will 1) guide their decisions, judgements and behaviour 2) give them the confidence and self-esteem to value themselves and others 3) give them respect for individual conscience and the skills to judge what kind of relationship they want;
- understand the consequences of their actions and behave responsibly within relationships;
- avoid being exploited or exploiting others or being pressured into unwanted sexual behaviours;
- communicate effectively by developing knowledge of appropriate terminology and ensuring knowledge and information is factually accurate and current;
- know how the law applies to sexual relationships in order to safeguard themselves;
- understand their personal feelings and behaviour so they can lead fulfilling and enjoyable lives;
- develop and use communication and assertiveness skills to cope with the influences of their peers and the media;
- challenge stereotyping and prejudice in order to encourage mutual respect;
- make safe choices when using technology, such as social media platforms;
- develop knowledge of when and how to access support and guidance;
- make well-informed, positive choices to support their own health and mental wellbeing.

## **Legal Framework**

The Central RSA Academies Trust schools recognise that all schools are now required to provide statutory, high quality RSE.

*'The relationships education, RSE and health education (England) regulation 2019, made under sections 34 and 35 of the children and social work act 2017, make relationships education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. They also make health education compulsory in all schools'*  
(DfE Statutory guidance 2019)

## **Policy Development**

This policy has been developed by the RSA PSHE and RSE working party, in consultation with Kate Wilson (NHS advisor for RSE in schools, Worcestershire) and local RSE steering group (Redditch District schools).

All other relevant stakeholders have also been consulted. It has been ratified at school, Local Governing Body and then Trust Board level.

This policy is available on all CRSAAT school websites, with paper copies available on request.

## **Curriculum**

Each school teaches similar content but in a way that suits their cohorts and local contexts. See schools' appendices for further detail.

## **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a safeguarding nature. All staff will follow the school safeguarding procedure and policy in these circumstances. The Designated Safeguarding team is aware of all RSE taking place in school and will be available to support as required.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavor to answer relevant questions as honestly as possible, but if faced with a question they do not feel comfortable answering within a classroom, provision will be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, other school or health professional.

## **Equal Opportunities**

*All students are entitled to receive RSE regardless of ability, gender, race, religious belief or grouping, based on the statutory expectation that all school should provide age appropriate RSE programme.*

*DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2019).*

Any bullying around gender, sexuality or perceived sexual orientation will be dealt with as a serious matter in accordance with the school's anti bullying policy.

## **Monitoring and Evaluation**

RSE is monitored through consultation and professional dialogue with those members of staff teaching the lessons by the subject leader for Personal Social Health Economic (PSHE) Education/ Learning for life, as part of the whole school monitoring process.

Any questions raised by parents/carers are dealt with on an individual basis.

Any staff development needs are addressed and appropriate support given.

### **Parents/ Carers**

Parents/carers have the right to withdraw their child from RSE content that is not part of statutory science or health and relationships education.

There is no parental right to withdrawal from relationships education, health education or sex education delivered as part of the Science curriculum.

For primary aged students, the principal/ head of school will automatically grant a request to withdraw a student from any sex education delivered; other than as part of the science curriculum.

*'For secondary aged students schools should respect the parents' request to withdraw a child up to and until 3 terms before the child turns 16, after that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms'.*

*(DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2019)*

Schools will document any withdrawals.

### **Related Policies:**

This policy is written in accordance with the following documents:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE 2019).
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2018)
- School Safeguarding Policy which includes child protection procedures
- National Curriculum for Science
- PSHE policy
- Equality Objectives/Policy
- Behaviour Policy including Anti-bullying
- E-safety Policy



## How Relationship, Sex and Health Education is taught at Oldbury Park Primary RSA Academy

### Introduction Relationship, Sex and Health Education

Oldbury Park Primary RSA Academy is a school made up of a range of children from different religious backgrounds, cultures and ethnic origins, the majority who are White British heritage and speak English as their first language. RSE teaching and learning is age appropriate and the focus is to build the fundamental building blocks and characteristics of positive relationships.

### Curriculum

The Personal, Social, Health and Education (PSHE) curriculum overviews and programmes of study are available to view on our school website. In order to plan our curriculum we currently use the Islington scheme to plan our teaching and learning of RSE. This is available on our website, under Policies and School Information.

### Dealing with questions

As with any topic, children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. KS2 use question and answer boxes to answer questions anonymously and sensitively. Teachers across the school establish a safe and supportive environment where children can ask questions.

### Children support services

The children know they can talk to their teacher or teaching assistant if they have any questions or concerns about their RSE learning. We also have our nurture room available, family support worker and school nurse. We have an external Thrive practitioner who works with children who have very specific needs.

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