

POLICY TITLE: Relationships and Sexual Education

Policy Number:	ACS 20
APPLIES TO:	All schools and colleges
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Ratified by:	Katie Dorrian - Group Head of Safeguarding
Responsible signatory:	Jane Stone - Director of Risk and Governance
Outcome:	<p>This policy aims to ensure that:</p> <ul style="list-style-type: none"> All children and young people within Aspris schools and colleges are given the opportunity to receive high quality relationships and sexual education that is effective in preparing them for their adult lives.
Cross Reference:	<p>ACS31 Curriculum ACS32 Teaching and learning ACS30 Assessment for Learning ACS34 Spiritual, Moral, Social Cultural Development and Community Cohesion</p>

EQUALITY AND DIVERSITY STATEMENT

Aspris is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

This policy cover all parts of Aspris Services – The Care and Education Divisions; Central services and our Fostering service. For the Fostering service and the 2 operational divisions, there are local procedures that relate to some of these policies, where necessary.

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email AsprisGovernanceHelpdesk@Aspris.com

Relationships and Sex Education

1 INTRODUCTION

- 1.1 In order to effectively implement this policy, each Aspris Children's Services facility will have local procedures in place, where necessary, which will explain how this policy is applied and put into practice at service level.
- 1.2 Template **ACS LP 20** is provided for this purpose.
- 1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable.

2 AIMS

- 2.1 The aims of relationships and sexual education (RSE) in our schools and colleges are to:
 - (a) Provide a framework in which sensitive discussions can take place
 - (b) Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
 - (c) Help students develop feelings of respect, self-respect, confidence and empathy
 - (d) Create a positive culture around issues of sexuality and relationships
 - (e) Teach students the correct vocabulary to describe themselves and their bodies
 - (f) Support students to understand how to keep themselves safe.

3 SCOPE

- 3.1 In all schools and colleges, the RSE programmes offered form part of the overall personal, social and health education programme and are carefully planned to take account of the students' age, maturity and physical development: The programmes of learning will evolve in response to each student's individual needs as they progress through the school.
- 3.2 RSE is part of the educational entitlement of all students: All students, regardless of their ability, develop physically and emotionally need to be helped to understand the changes which take place in their bodies and their feelings.
- 3.3 Schools and colleges must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- 3.4 Schools and colleges which follow the national curriculum are required to teach the elements of sex education contained in the science curriculum.
- 3.5 Ethnic, cultural and religious beliefs will be considered at all times.
- 3.6 In all schools and colleges, teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.
- 3.7 LGBTQ+ content will be fully integrated into the programmes of study for this area, at a timely point, with a sensitive and age appropriate approach.
- 3.8 Across each school or college, RSE is taught in a number of different ways; for example, within topics, in personal, social and health education lessons, as part of the teaching of other subjects on the curriculum and as discrete lessons.
 - 3.8.1 It may be taught in mixed or single sex groups or on an individual basis, depending on which method is deemed most appropriate to the needs of students and content of the lesson.
- 3.9 When sensitive issues are being covered these are shared in advance with other colleagues and parents (carers).

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- 3.10 Details of how RSE is delivered will be outlined in local procedures, schemes of work and curriculum statements.

4 DEFINITION

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information, and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity.
- 4.4 In the primary phase pupils will receive Relationships Education, focusing on positive relationships, with particular reference to friendships, family relationships, online relationships, relationships with other children and with adults, and being safe.
- 4.5 At the secondary phase, Relationships and Sex Education will be delivered, building on the foundations taught at the primary stage, and will include developing healthy, nurturing relationships of all kinds, the facts and the law about sex and unhealthy & abusive relationships, sexuality, sexual health and gender identity, and online safety, in an age-appropriate and inclusive way.
- 4.6 As part of the PSHE programme, all phases will be given opportunities to learn how to be physical healthy, and the contribution that good physical health has on mental wellbeing.

5 RESPONSIBILITIES

- 5.1 **The Chair of Governors** will approve the local RSE procedure, and hold the Headteacher to account for its implementation.
- 5.2 **The Proprietor** will ensure that every registered pupil who is provided with primary education at the school is provided with relationships education.
- 5.2.1 **The proprietor** will ensure that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused (see section 6)
- 5.3 **The Headteacher** is responsible for:
- (a) Ensuring that there is a local procedure which clearly:
- i. Defines RSE in their school/college
 - ii. Describes how RSE is provided (aspects of the curriculum, outside speakers, tutorials, therapeutic input etc)
 - iii. Ensures that schools do not unlawfully discriminate against pupils protected characteristics and considers providing additional support where necessary
 - iv. How the delivery and content will be made accessible to all students
 - v. Explains who is responsible for providing it
 - vi. Outlines how RSE is monitored and evaluated
 - vii. Describes how parents, students and colleagues have been consulted on RSE provision and their involvement in developing/reviewing the procedure
 - viii. Includes information on parents' right to withdrawal
 - ix. Outlines the training and support offered to colleagues delivering RSE
 - x. Explains when the procedure will be reviewed and who will approve it
- (b) Ensuring that curriculum statements, schemes of work and lesson plans are age appropriate, developmentally appropriate, delivered with reference to the law, and at an appropriate stage, include LGBT content, and reflect the RSE policy and procedure

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- (c) Ensuring that RSE is taught consistently across the school/college, and for managing requests to withdraw students from non-science components of RSE.
- 5.4 **Colleagues** are responsible for:
- (a) Ensuring that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme such as PSHE, or in separate RSE lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.
 - (b) Delivering RSE in a sensitive way
 - (c) Modelling positive attitudes to RSE
 - (d) Monitoring progress
 - (e) Responding to the needs of individual students
 - (f) Responding appropriately to students whose parents wish them to be withdrawn from the non-science components of RSE.
- 5.4.1 (g) **Colleagues** do not have the right to opt out of teaching RSE.
- 5.4.2 (h) **Colleagues** who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.
- 5.5 (i) **Students** are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

6 PARENTS'/CARERS' RIGHT TO BE EXCUSED

- 6.1 Parents' (or those with parental responsibility) have the right for their children to be 'excused' from the non-science components of sex education up to and until three terms before their 16th birthday. There is no right to withdraw from Relationships Education.
- 6.2 Requests for withdrawal should be put in writing and addressed to the Headteacher.
- 6.3 A copy of withdrawal requests will be placed in the pupil's educational record.
- 6.4 The Headteacher will discuss the request with parents and clarify the nature and purpose of the curriculum, particularly around the social and emotional effects of being excluded, before taking appropriate action.
- 6.5 The local procedure will outline the actions the Headteacher will take in these circumstances.
- 6.6 Alternative relevant work will be given to students who are withdrawn from sex education.

7 MONITORING

- 7.1 Local procedures will outline how RSE is to be monitored and reported through governance. The school/ college lead is responsible for ensuring this is implemented.

8 REFERENCES

- 8.1 Education (Pupil Registration) (England) Regulations 2006
Care Standards Act 2000
Children Act 2004
Children's Homes Regulations 2015
Children's Homes (Wales) Regulations 2002
DfE (Current Version) Residential Special Schools: National minimum standards
Scottish Government (2018) Health and Social Care Standards: My support, my life
The Regulated Services (Service Providers and Responsible Individuals) (Wales) Regulations 2017, Welsh Statutory Instrument 2017 No.1264 (W.295)

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Statutory Guidance to The Regulated Services (Service Providers and Responsible Individuals) (Wales) Regulations 2017 (Parts 3-20): Published Feb 2018
Education Act 1996.

DfE (Current Version) Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

The Equality Act 2010 and schools advice. (especially s.149 of the Equality Act).

DfE: Sexual violence and sexual harassment between children in schools and colleges Ref: DFE-00155-2018

Conduct of relationships, sexual health and parenthood education in schools; Scottish Govt Dec 2014 Guidance

Sex and relationships education in schools: Welsh Assembly Government Circular No: 019/2010 Date of issue: September 2010

DfE (current Version) Keeping Children Safe in Education

Associated forms:

ACS LP: 20 – Local Procedure Template – Relationships and Sexual Education