

# The Four Stones Multi Academy Trust

## Relationships and Sex Education Policy

### Version Control

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**Policy approved by:** Trust Board  
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Version	Date	Details
1.0	25 <sup>th</sup> March 2020	Policy written
2.0	14 <sup>th</sup> Dec 2020	Updated to include The De Montfort School
3.0	29 <sup>th</sup> April 2021	General updates
4.0	1 <sup>st</sup> Sept 2021	General updates-eg replacing 'associate headteacher' with 'headteacher'

### Policy aims

This policy has the following aims:

- To provide a description of how relationships and sex education (RSE) is delivered, monitored and evaluated in the schools in The Four Stones Multi Academy Trust (MAT);
- To set out the framework of values which guides the delivery of RSE and the wider pastoral care of pupils, and contributes towards the ethos of the schools in the MAT;
- To communicate young people's legal rights to seek confidential advice, support and treatment around their sexual health and also parents' legal right to withdraw their children from RSE; and
- To describe how young people can be helped to access confidential help both within school and in the community.

### Legislation

Our Relationships and Sex Education Policy is underpinned by the following legislation and guidance:

- [The Equality Act of 2010](#)
- [DfE guidance on Sexual violence and sexual harassment between children in schools and colleges](#)
- [DfE guidance on Relationships and Sex Education](#)

### Policy development

This policy has been developed in consultation with staff, students and parents/carers. We believe in the importance of parents/carers and students having a say in the way that RSE is delivered and take into account the views within the local community. The steps that each school will take to develop the RSE curriculum and policy are:

1. Staff consultation – all school staff given the opportunity to look at the policy and make recommendations
2. Parent/carer/stakeholder consultation – parent/carers and any interested parties invited to attend a meeting about the RSE curriculum and policy.
3. Pupil consultation – Student voice to investigate what exactly students want from their RSE
4. Ratification – Policy shared with governors and ratified

### Definition of RSE

RSE is life-long learning about physical, moral and emotional development and the importance of marriage, stable and loving relationships, respect, love and care. RSE also includes teaching about sex, sexuality and sexual health. It does not involve the promotion of any particular sexual orientation or of early sexual activity.

### Values Framework

All those who teach aspects of RSE in the schools, including visitors, are expected to be guided by the following values framework, which represents the values held in common by the whole school community. The teaching of RSE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background

- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers or those delivering RSE will not influence the teaching of relationship and sex and relationship education in the schools in the MAT.

### **Learning outcomes for RSE**

Over the course of Key Stages 2, 3 and 4, students have opportunities to gain knowledge and skills necessary to build and maintain healthy relationships, including sexual relationships. They will also have considered their own and others' attitudes towards both on and offline relationships and sex as they begin to develop positive values which will guide them in making healthy choices in their future relationships. The curriculum is mapped with careful consideration and identifies safeguarding links to ensure students and staff are equipped to deal with sensitive discussions and potential disclosures. Students and members of staff are provided with the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. The comprehensive programme in each school is designed using the national RSE framework and is tailored to cover the immediate needs of the students in the local context and address national issues e.g. peer on peer abuse, digital safety and staying healthy.

### **The delivery of RSE**

Each school in the MAT is responsible for outlining how they sufficiently cover the delivery of RSE within the curriculum. The details of this are given in the appendices.

### **Withdrawal of students from sex and relationship education and complaints procedure**

Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. In accordance with the Sex Education Act, parents/carers have the right to withdraw their son/daughter from non-statutory aspects of sex education up to and until three terms before the child turns 16. Any parent/carer wishing to withdraw their child from RSE is asked to make an appointment with the headteacher to discuss the matter.

Any complaints about the content or delivery of RSE should be addressed to the headteacher.

### **Monitoring and evaluation of RSE**

Evidence is collected for the monitoring and evaluation of the RSE programme by means of book monitoring and lesson drop-ins. Feedback is obtained from group discussions with teachers, students and parent/carers.

### **Equal opportunities**

Relationship and sex education is guided by other policies including the equality, anti-bullying and the safeguarding policies, all of which are available on the schools' website or, on request, as a printed copy.

The schools in the MAT aim for all students to have equal access to the RSE curriculum and to sources of help and support. Students requiring further support, including those with SEND, may receive additional guidance, teaching in smaller settings and workshops as guided by the PSHRE lead. Students whose parents/carers have withdrawn them from RSE are still entitled to receive information about how they can access confidential help and advice.

Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

All schools within the MAT should ensure that teaching about Lesbian, gay, bisexual and transgender (LGBT) is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

### **Confidentiality and young people**

Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection.

### **Under 16s' entitlement to confidential health advice and treatment**

The School Nurse and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 years of age without the knowledge or consent of the parent/carer if that is in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is abuse or serious risk of harm would the health professional follow the schools' safeguarding procedure and breach the young person's confidentiality. The young person would be kept fully informed at all stages of the procedure.

When the School Nurse sees students on a one-to-one basis she will follow these professional guidelines. In lessons, however, she must follow the same guidelines as teachers.

RSE lessons will inform students of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services for this both inside and outside school. Knowledge of sources of local help and support should prevent the need for students to seek help from a teacher for their personal and health needs.

### **Confidentiality guidelines for teachers**

The use of ground rules and distancing techniques in RSE should prevent the disclosure of personal information by students in the classroom. Students are informed that teachers and other members of staff cannot guarantee confidentiality, but that the School Nurse and other health professionals can guarantee confidentiality except in cases of abuse or serious harm.

### **Disclosure of underage sex**

There may be occasions when a teacher learns that a student under 16 is having or contemplating having sexual intercourse. In this case the teacher should:

- Make sure the student is aware of the need to seek contraceptive and sexual health advice and knows how to get this.
- Encourage the student to talk to a parent/carer.
- Decide whether there are child protection issues. Underage sex or suspected pregnancy are not, in themselves, child protection issues unless there is coercion or abuse. A teacher who is concerned that there may be coercion or abuse can discuss the case anonymously with the Designated Safeguarding Lead (DSL). The DSL can advise whether the name of the student should be disclosed and whether the child protection procedure needs to be followed. The student will be kept fully informed at all stages.

A student with a learning disability or mental disorder may be more vulnerable to exploitation and less able to protect themselves and others. In these cases the teacher can seek advice from the DSL as above.

### **The role of the School Nurse**

The School Nurse holds fortnightly 'drop in' sessions. She is able to offer all students confidential health advice and support on any issue.

### **Support for pregnant teenagers and young fathers**

Any pregnant student will be given time with the appropriate middle leader to ensure that they know how they may continue their education within school and if appropriate how they may continue in post-16 education. This discussion will include advice on benefits and child-care as well as support from external support services. The School Nurse will help them to access antenatal and postnatal care.

The school will also be sensitive to the needs of young fathers ensuring support around behaviour of peers, and information on sources of advice on legal and other issues.

### **Appendix A: The delivery of RSE at King Charles I School**

RSE is led by the PSHRE curriculum coordinator. In Years 7-11 RSE is taught within the PSHRE programme. Students receive a one hour period of PSHRE each fortnight. PSHRE lessons are delivered by non-specialist teachers. Staff receive guidance and training throughout the year. In Years 12 and 13 it is delivered through bespoke workshops and the tutorial programme. All compulsory biological aspects of RSE are taught within the science curriculum. Moral aspects are taught within RE lessons during key stage 3 and are included in the PSHRE lessons, workshops and tutorial programme in Years 9-13. Details of all areas covered can be located on the school's website.

The teaching methods used follow established good practice and include active learning, discussion and project work. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect upon their learning.

Any external organisations which may, from time to time, be invited to contribute to the delivery of RSE will be given a copy of this policy and will be expected to work within the values framework described herein. The head of PSHRE will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme. A teacher will be present during the lesson.

Policy development position statement: All stages of consultation were last completed by July 2021.

### **Appendix B: The delivery of RSE at Haybridge High School**

RSE is led by the head of personal development and religious education (PD/RE) and is delivered to all year groups in PD/RE lessons. For the current academic year all students in lower school receive one, one hour lesson of personal development and two, one hour lessons of religious education per fortnight, aspects of the personal development curriculum are also delivered via assemblies and the tutor programme. In the next academic year it is planned that students in years 7 and 8 will receive one, one hour lesson of personal development and two, one hour lessons of religious education per fortnight; whereas, students in years 9, 10 and 11 will receive one, one hour lesson of personal development and one, one hour lesson of religious education per fortnight. Students in Years 12 receive RSE as part of the PD curriculum for Sixth Form delivered during Prep Time, once a week. Compulsory biological aspects of RSE are delivered in Science lessons. Moral aspects of relationships are taught through PD and RE lessons.

Lessons are taught through direct instruction and discussion work (think, pair, share). Students are encouraged to raise questions and debate important issues in a controlled and safe environment. All staff who deliver RSE are trained by external health professionals.

Any external organisations which may, from time to time, be invited to contribute to the delivery of RSE will be given a copy of this policy and will be expected to work within the values framework described herein. The head of personal development and religious education will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme. A teacher will be present during the lesson.

Policy development position statement: All stages of consultation were last completed by July 2021.

### **Appendix C: The Delivery of RSE at The De Montfort School**

RSE is led by the welfare lead who has responsibility for PSHE and RSE programme. In Years 6 through to Year 13, RSE is taught within the PSHE programme. Students in Years 6 to 11 will receive a single period of PSHE a fortnight. PSHRE is delivered during tutor time in Years 12 and 13. Within this they cover both PSHE and RSE topics in line with statutory guidance. Students will be taught within sets, and the lessons delivered by a timetabled teacher. Compulsory biological aspects of RSE are taught within the science curriculum.

The RSE lessons are taught using a variety of delivery methods with ground rules and distancing techniques facilitating a safe environment to encourage discussions. Students are encouraged to reflect upon their learning every lesson.

External organisations may be invited to contribute to the delivery of RSE, however the expectation will be that they work within the framework of our RSE policy. The welfare lead will ensure that the visitors'

contributions to lessons are in line with the learning outcomes of the school's RSE programme. A teacher will be present during the lesson.

Policy development position statement: All stages of consultation were last completed by July 2021.