



# Champion EDUCATION TRUST

## SEX & RELATIONSHIPS EDUCATION POLICY

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# SEX & RELATIONSHIPS EDUCATION POLICY

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# SEX & RELATIONSHIPS EDUCATION POLICY

## AIMS

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

## STATUTORY REQUIREMENTS

As a secondary academy school we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Lotus we teach RSE as set out in this policy.

You should also refer to your funding agreement and articles of association for further information.

## POLICY DEVELOPMENT

This policy has been developed in consultation with staff, and governors and will be updated accordingly with students' views which will be sought on a periodic basis. The consultation and policy development process involved the following steps:

- 1) Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance and consulted with Governors
- 2) Staff consultation – staff were given the opportunity to look at the policy and make recommendations
- 3) Student consultation – we periodically investigate what exactly students want from their RSE
- 4) Ratification – once amendments are made, the policy is updated and is placed on our school website

## DEFINITION

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.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

## CURRICULUM

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on preparing boys and girls for the changes that adolescence brings.

## DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive stand-alone sex education sessions delivered by a trained health professional.

### Key Stage 2

At Key Stage 2 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

### Key Stage 3 and 4

At Key Stage 3 and 4 RSE also focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## ROLES AND RESPONSIBILITIES

### The governing board

The governing board will approve the RSE policy and hold the Headteacher to account for its implementation.

### The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

### Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students 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 Headteacher.

All teaching and support staff will be responsible for delivering RSE through the curriculum and via dedicated PHSE sessions.

## Students

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

## PARENTS' RIGHT TO WITHDRAW

Parents do not have the right to withdraw their children from relationships education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Parents also have the right to withdraw their children 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 being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

## TRAINING

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Headteacher through:

- Curriculum planning monitoring, learning walks, student voice and staff voice
- Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

## PSHE CURRICULUM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Healthy Bodies	Healthy Minds	Staying safe Online	Changing Bodies	Caring and Respectful Relationships	First Aid (Part 1)
Year 7	Safeguarding (including internet safety)	Marriage and family life	Body Image	Social Media	Health and Hygiene	First Aid (Part 2)
Year 8	Mental Health - types and help	Healthy Relationships	Goals and values	Careers	Anti- Social Behaviour	Extremism
Year 9	Raising Aspirations	Prejudice and discrimination	Feedback vs Criticism	Addiction	Sex education	Life Skills
Year 10	Respect	The work place	Drugs and Crime	Budgeting and Life skills	Online gaming and gambling	Revision Skills
Year 11	Managing Stress	Aspirations	Successful Parenting	Successful Parenting/ Life skills	Preparing to move on	Preparing to move on