



# **Relationships & Sex Education in Secondary Education (Statutory)**

Approved: Summer 2023

Date of Next Review: Summer 2026

## **Equality Impact Assessment - Policy Review**

**In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.**

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### 1. Aims

The aims of relationships and sex education (RSE) at The Roseland Multi Academy Trust schools 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.

### 2. Statutory Requirements

We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our Funding Agreement to have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996. We must also have regard to our legal duties set out in Section 406 and 407 of the Education Act 1996 and part 6, chapter 1 of the Equality Act 2010.

Our secondary schools provide RSE to all students as per Section 34 of the Children and Social Work Act 2017.

At The Roseland Academy, Treviglas Academy and Falmouth School we teach RSE as set out in this policy. Please also see our Funding Agreement and Articles of Association for further information.

### 3. Policy Development

This policy has been developed in consultation with staff, students and parents. 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.
2. Staff consultation – all Trust staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to forward their views and comments on the policy.
4. Student consultation – we investigated what exactly students want from their RSE.
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified.

#### **4. 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.

#### **5. Curriculum**

Our curriculums are set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and do not seek answers online. We ensure RSE fosters gender equality and LGBT+ equality by discussing a broad range of relationships to reflect the society in which we live.

For more information about our curriculum, see our curriculum map in Appendix 1.

#### **6. Delivery of RSE**

Within our secondary schools, 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 Ethics & Philosophy education. Students also receive stand-alone sex education sessions delivered by a trained health professional such as a School Nurse, Education and Wellbeing Specialists from Brook or Barnardos. Each secondary school is an Operation Encompass school and works in partnership with Devon & Cornwall Police to educate and empower young people with knowledge around healthy relationships. Our designated teachers for Children in Care and SENDCo are able to deliver bespoke education sessions for students with personal, educational or health needs when necessary.

In our secondary schools, RSE 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.

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

#### **Use of external organisations and materials**

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate.
  - Are in line with pupils' developmental stage.
- Comply with:

- o This policy
- o The Teachers' Standards
- o The Equality Act 2010
- o The Human Rights Act 1998
- o The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.
- Be clear on:
  - o What they're going to say.
  - o Their position on the issues to be discussed.
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.

## **7. Roles and responsibilities**

### **7.1 The Trust Board**

The Trust Board will approve the RSE policy, and hold the Headteachers to account for its implementation.

### **7.2 Headteachers**

Each Headteacher is responsible for ensuring that RSE is taught consistently across their school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see Section 8).

### **7.3 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/non-science] 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 their Headteacher.

The Roseland Academy - The Lead Teacher for RSE and PSHE is Holly Filkins.

Treviglas Academy - The Lead for RSE is Jon Tamlyn.

Falmouth School – The Lead for RSE is Samantha Hendy.

### **7.4 Students**

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

## **8. Parents' right to withdraw**

Parents of children in our primary schools do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

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

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

Parents of children in our secondary schools have the right to withdraw their children from the non-statutory/non-science 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 relevant 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 relevant Headteacher.

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

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

## 9. Training

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

Each 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.

## 10. Monitoring arrangements

Within our secondary schools the delivery of RSE is monitored through:

Learning Walks during PSHE and science lessons.

- PSHE and science work scrutiny.
- Student Voice Surveys – including The Wellbeing Measurement Framework with HeadStart Kernow.
- Thoughtful planning and delivery of PSHE sessions.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

### Appendix 1: By the end of secondary school students should know

Families	<ul style="list-style-type: none"><li>● That there are different types of committed, stable relationships.</li><li>● How these relationships might contribute to human happiness and their importance for bringing up children.</li><li>● What marriage is, including their legal status eg that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li><li>● Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>● The characteristics and legal status of other types of long-term relationships.</li><li>● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li></ul>
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	<ul style="list-style-type: none"> <li>● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> <li>● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>

<p>Online and media</p>	<ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>● What to do and where to get support to report material or manage issues online.</li> <li>● The impact of viewing harmful content.</li> <li>● That specifically sexually explicit material eg pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>● How information and data is generated, collected, shared and used online.</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> <li>● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>● That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>● The facts around pregnancy including miscarriage.</li> <li>● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>● How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

**Appendix 2: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS		CHILD'S SCHOOL: .....	
Name of child		Class or Tutor	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	