



LIFE Education Trust

Relationships and Sex Education (RSE) Policy

Policy	Relationship & Sex Education (RSE) Policy
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KEY DEFINITIONS USED IN THIS POLICY:

<i>The Trust</i>	<i>LIFE Education Trust</i>
<i>The Board/Directors/Trust Board</i>	<i>The Board of Directors of LIFE Education Trust</i>
<i>School/Trust school</i>	<i>An Academy or school within LIFE Education Trust</i>
<i>Staff</i>	<i>All staff employed by LIFE Education Trust and working with academies, schools or units within LIFE Education Trust</i>

All schools within the LIFE Education Trust are legally defined as academies, regardless of whether the term “school” is used to describe them in the following policy.

1. Aims

The aims of relationships and sex education (RSE) in our schools are to:

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

2. Statutory Requirements

As an academy trust, our RSE policy complies with section 34 of the [Children and Social work act 2017](#).

This states that primary pupils must be taught relationships education, although there are also elements of sex education contained in the National Curriculum for science. Secondary pupils must be taught relationships and sex education

In LIFE schools, we teach RSE as set out in this policy, with each school providing more detailed information regarding its own curriculum content.

3. Policy Development

Whilst bringing RSE into line with latest government guidance, this policy does not represent any significant change to the way that RSE has been taught in our schools previously. Nevertheless, our schools have developed their own content in consultation with staff, pupils and parents, in line with the following steps:

- Staff worked together to review curriculum content and pulled together all relevant information including relevant national and local guidance
- Parents/stakeholders in all schools have been consulted about the policy
- Once any amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, 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

Sex education is not compulsory in primary schools, beyond the science curriculum; however, following consultation, our primary schools do cover some additional content on sex education in order to meet the needs of their pupils. These are outlined in each school's curriculum information.

The curriculum content in each of our schools, for all age groups, has been developed in line with Trust policy and is set out by each school, in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't feel the need to seek answers online.

6. 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 some aspects of relationships may be included in religious education (RE).

In our primary schools, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. In our secondary schools, the focus is on further developing healthy, nurturing relationships of all kinds.

Each LIFE school publishes its own detailed curriculum, but RSE topics may include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships and social media
- Being safe
- Intimate and sexual relationships, including sexual health (Year 6 and older only)

These areas of learning are taught in an age-appropriate manner within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. We acknowledge that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

7. Roles and Responsibilities

7.1 LIFE Education Trust Board and Local Governing Boards (LGB)

The Trust Board approves this RSE policy and the schools' curriculum content, and holds the CEO to account for its implementation.

The LGB for each school approves the school's curriculum policy, including for RSE, and hold the Headteacher to account for its implementation.

7.2 Headteachers/Heads of School

The Headteacher/Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing any requests to withdraw pupils from non-statutory components of RSE (see Section 8 below).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive and age-appropriate manner
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Any use of derogatory language or bullying with regard to issues related to RSE will be dealt with accordance with each school's behavior policy.

8. Parents' right to withdraw

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

Parents 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 2 of this policy and addressed to the headteacher.

Alternative work will be given to pupils 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 each school's continuing professional development calendar.

Schools may 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

The delivery of RSE across the Trust is overseen by the Director of Education and monitored by the Headteacher of each school.

Pupils' development in RSE is monitored by class teachers as part of their internal assessment systems, just as it is for all curriculum subjects.

This policy will be reviewed in line with the dates on page 1 and, at every review, the policy will be approved by the Trust Board.

Appendix 1: Curriculum Outline

Each school will provide its own curriculum outline (available on each schools’ website) of where and how any aspect of RSE is taught, and to which year groups.

Appendix 2: Withdrawal Form

**Withdrawal from sex education elements within the RSE curriculum
(withdrawal from relationships education is not permitted)**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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	