



CARLTON
ACADEMY TRUST

Relationships and Sex Education Policy

Approved on behalf of Trustees:

Gareth Logan

Date:

October 2023

Next Review:

August 2024



Glossary

- CEO:** Trust Chief Executive Officer.
DOP: Director of Primary
DSSI: Director of Secondary School Improvement
HOS: Head of School.
Parents: Umbrella term also including carers
RSE: Relationship and Sex Education
SEND: Special Educational Needs and Disabilities

Policy Aims

RSE helps students learn about and explore relationships, sexual health, sexuality, healthy lifestyles, and personal identity. It is **NOT** about promoting sexual activity.

This policy:

- Provides a framework in which sensitive discussions can take place.
- Prepares students for adolescence, providing an understanding of sexual development and the importance of health and hygiene.
- Helps students develop feelings of self-respect, confidence, and empathy.
- Creates a positive culture around issues of sexuality and healthy relationships.
- Teaches students the correct vocabulary to describe themselves and their bodies.
- Supports the trust value of Respect.

Statutory Requirements

RSE across all trust schools and key stages complies with:

- Children and Social Work Act (2017).
- Education Act (1996).
- 'Relationship Education, Relationships and Sex Education (RSE) and Health Education', Department for Education (2021).

Policy Implementation

Implementation differs according to the individual circumstances of each school, following consultation with parents/carers, students, and staff. Staff will strive to keep within the boundaries of the defined curriculum but may respond in an appropriate manner to questions from students that fall outside the published curriculum so that students are fully informed and don't look to have their questions answered from unreliable sources. Each school will publish their SRE curriculum on their own school website, in the format as shown in Appendix One.

Delivery of RSE

RSE may be taught through:

- Personal, Social, Health and Economic (PSHE) curriculum.
- Biological aspects of RSE taught within the Science curriculum.
- Stand-alone workshop sessions delivered by a trained health professional.
- Religious Education programme.
- Assemblies.



In primary schools, RSE 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.

In secondary schools RSE focuses on providing students with the skills and knowledge to develop healthy, nurturing relationships of all kinds including:

- Respectful relationships, including friendships and an understanding of what constitutes harassment and abuse.
- Online and media.
- Being safe.
- Intimate and sexual relationships, including sexual health.

In special schools, RSE is individualised according to the students' age and developmental stage, with content spanning both the primary and secondary curriculum. They will be provided with high-quality teaching that is personalised to ensure accessibility, bearing in mind that some students are more vulnerable to exploitation, bullying or other issues due to the nature of their SEND. Curriculum design should also be mindful of the need to prepare students for adulthood outcomes as set out in the SEND code of practice.

RSE can also be a particularly important subject for some students, for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

Learning is taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances, whilst also reflecting sensitively that some children may have a different structure of support around them.

Roles and Responsibilities

Trustees: Approve this policy, delegating operational responsibilities to the CEO, then oversee effective policy delivery across all schools.

CEO: Delegates effective implementation of this policy to HOS. Quality assurance of delivery is overseen by the DSSI or DOP, as appropriate.

HOS: Are responsible for ensuring that RSE is effectively taught within their school. They also deal with enquiries from parents but may delegate this responsibility to other senior leaders.

Staff: Are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual students and treating their questions with sensitivity.
- Responding appropriately to students whose parents wish them to be withdrawn from non-statutory components of the curriculum.
- Reporting on any concerns raised by following the school's safeguarding procedures.

Staff do not have the right to opt out of teaching RSE. Those with concerns are encouraged to discuss these with their HOS.



Parents Right to Withdraw

Primary Schools

In line with statutory guidance, parents do not have the right to withdraw their child from RSE. Parents do have the right to withdraw their child when a school teaches the non-statutory components of sex education within RSE. Requests should be made in writing to the HOS, using the form found in Appendix 3. Wherever possible, the HOS will meet parents to discuss their concerns. Alternative work will be given to students who are withdrawn, and a copy of the request placed on school records.

Secondary Schools

In line with statutory guidance, parents retain the right to withdraw their child from the non-statutory components of sex education up until three terms before they reach their sixteenth birthday. After this, the student's wishes are paramount.

Requests for withdrawal should be put in writing to the HOS using the form in Appendix 3. Alternative work will be given to students who are withdrawn, and a copy of the request placed on school records.

Special Schools

Requests for withdrawal of SEND students is all made in writing to the HOS using the form in Appendix 3. However, there may be exceptional circumstances where the HOS may want to take a student's specific needs arising from their SEND into account when making this decision.

Training

Staff delivering RSE will have training to fulfil their duties in alignment with this policy. This may include external support from healthcare professionals such as school nurses, sexual health professionals, or similar.

Monitoring Arrangements

The delivery of RSE is monitored by the HOS or other senior leader delegated this responsibility. This typically involves scrutiny of planning, observation of lessons, and feedback from staff, students, and parents.

Appendix 1: Curriculum Map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES



Appendix 2: Curriculum Content for Primary School Students

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security, and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • Those healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative, or destructive • The importance of permission-seeking and giving in relationships with friends, peers, and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g., family, school and/or other sources

Appendix 3: Curriculum Content for Secondary School Students

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships.• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status e.g., 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• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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. • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g., 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared, and used online
Being safe	<ul style="list-style-type: none"> • 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 • 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy, and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 4: Parent form: Withdrawal Request from Sex Education within RSE

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	

