DRAFT
Relationships and Sex Education Policy

This policy was updated in November 2023

The policy must be reviewed and updated at least every 12 months.

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1. Aims

The ethos at Meadowbrook College is to create a safe and compassionate environment, based on honesty, respect and empathy. Where children and young people can flourish.

The aims of relationships and sex education (RSE) at our school are to:
- Provide a framework in which sensitive discussions can take place
- Prepare 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

Our RSE programme aims to deliver the ethos of the Meadowbrook College ensuring the students feel safe, valued and respected

2. Statutory requirements

As an all-through Academy which provides education to both primary and secondary pupils, we must provide relationships education to all pupils as per section 34 of the children and social work act 2017

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

For secondary education, we must provide RSE to all pupils as per the education and social work act 2017

In teaching RSE, we're 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.

We also have regard to legal duties set out in:
- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Meadowbrook College we teach RSE as set out by this policy

3. Policy development

This policy has been developed in consultation with staff, pupils and trustees.

The consultation and policy development process involved the following steps:
1. Review – The Assistant Headteacher pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Pupil consultation – we investigated what exactly pupils want from their RSE
4. Ratification – once amendments were made, the policy was shared with Trustees and ratified

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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.

At Meadowbrook College we aim to enhance the student's self belief, increase their risk management skills and to support the students by signposting support strategies and organisations that are available to support them now and in the future.

5. Curriculum

Our RSE curriculum is 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 trustees, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum

Pupils also have both planned sessions and access to drop in sessions with our allocated school nurse. These can be arranged via the safeguarding team at Meadowbrook College.

For our primary age pupils:

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

For our secondary age pupils:

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1   Inclusivity

We will teach about these topics in a manner that:
- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
- Safe and supported
- Able to engage with the key messages

We will also :

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

6.2   Use of resources

We will consider whether any resources we plan to use:
- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. 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 don't 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

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Comply with:
- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- 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:
    - What they're going to say
    - 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

8. Roles and responsibilities

8.1 The board of Trustees

The board of Trustees will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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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 staff are expected to deliver elements of RHE

8.4 Pupils

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

9. Parents' right to withdraw

For primary pupils;
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/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 headteacher.

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

For secondary pupils:

Parents 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 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 pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

10. Training

Training is included through whole school and base briefings. 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the Base Leads/ Team Leaders and Raising Standards Team through:

This will be achieved through activities, such as planning scrutinies, learning walks, Lesson observations, CPD, Performance Appraisals handbook reviews. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Assistant Headteacher for Personal Development annually. At every review, the policy will be approved by the Trustees

Appendix 1: Link to Secondary Curriculum Map:

https://www.ncfe.org.uk/media/ckrjhbsi/603-4765-x-603-4763-6-mapping-document-version-10.pdf

Appendix 2:

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	- 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.
Caring friendships	- 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. - That 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	- 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.

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	- 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.
Online relationships	- 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	- 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.

By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	- 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.
Respectful relationships, including friendships	- 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.
Online and media	- 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	- 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).
Intimate and sexual relationships, including sexual health	- 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.

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	● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix 3:

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Provision	
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		

Trustees' Approval and Review Dates

This policy was updated in November/2023.

The policy was approved by the Radcliffe Academy Trustees at the full governing board/business committee meeting on day/date/year.

It is due for review by November/2024.

Date	Change	Trustee Review