



**Tudhoe Learning Trust**

# **Relationships and Sex Education Policy**

**Approved by:**

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by:** September 2020

## Introduction

To embrace the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risk and challenges on their journey to adulthood. Everyone faces difficult situations in their lives. This subject can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

The duties on schools in this area are set out in legislation. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

This policy also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that Head Teachers will follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered by the Trust.

### 1. What Is Relationships and Sex Education?

Relationship and Sex Education (RSE) at Tudhoe Learning Trust is a stage in lifelong learning about moral, emotional and physical development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for oneself and for others, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

In addition Tudhoe Learning Trust believes that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and respect each other's views. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.

- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

## **Relationship and Sex Education in school has three main elements:**

### **Personal and Social Skills**

- managing emotions within relationships confidently and sensitively.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults.

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices.
- Valuing marriage, family life and stable and loving relationships.
- learning about the nurture of children.
- demonstrating the values of respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- challenging myths, misconceptions and false assumptions.

### **Knowledge and Understanding**

- learning and understanding about physical and emotional development at appropriate stages.
- learning about, personal health, emotions and relationships and reproduction in plants and animals.
- learning about where to go for help or advice.

## **Aims**

The aim of RSE is to provide balanced factual and age appropriate information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of relationships. Our RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for relationship issues.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

## **1. Organisation and Content of Relationship and Sex Education**

Schools within Tudhoe Learning Trust deliver relationship and sex education through PSHCE, RE and Science lessons at foundation stage, KS1 and KS2.

Much of the relationship and sex education Trust schools takes place within RE lessons and Philosophy/ PSHCE. SRE lessons focus more on the emotional aspects of development and relationships, although the physical aspects of reproduction are taught as part of National Curriculum Science. The PSHCE Programme and Science National Curriculum are taught in every year. Puberty is covered by the School Nurse in Year 6.

Assessment is carried out at appropriate times and involves assessment of knowledge, understanding and skills.

## **2. Inclusion**

RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs. In this Trust teaching is differentiated and personalised to ensure it is appropriate for the audience. We will ensure that all pupils receive relationship and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

## **3. Religion and belief**

Trust schools may teach about faith perspectives to enable pupil's to have a good understanding of faith backgrounds.

When teaching these subjects, the religious background of all pupils will be taken into account when planning teaching, so that the topics that are included are appropriately handled.

Trust schools will ensure they comply with and that teaching reflects the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. This will enable pupils to develop an understanding of how religion and belief applies to relationships and clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

## **4. Lesbian, Gay, Bisexual and Transgender (LGBT)**

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Trust schools will ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they will ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and in this Trust we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

## **5. Right of Withdrawal of Pupils from Relationship and Sex Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to request that their child or children be withdrawn from all or part of the relationship and sex education except for those parts included in the statutory National Curriculum (i.e. in Science lessons).

Before granting such a request the Head Teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Head Teacher will also ensure that parents understand the benefits of receiving this important education and the detrimental effects of not receiving this education may have upon the child.

If a request to withdraw a child from RSE is granted, a record of this will be kept and ~~We~~ Trust schools would make alternative arrangements in such cases.

Parents are encouraged to discuss any concerns with the Head teacher at the earliest opportunity. Parents are welcome to review any RSE resources the Trust uses.

## **6. Managing difficult questions**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for RSE. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Teaching methods will take account of the different development stages of children at the same age (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Trust schools will consider what is appropriate and inappropriate in a whole-class setting as some questions are better unanswered and not dealt with in front of a whole class.

## **7. Confidentiality and Safeguarding**

At the heart of these subjects there is a focus on keeping children safe, and Trust schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. In this Trust children are made aware of how to raise their concerns or make a report and how any report will be handled.

It will be made clear to pupils that all adults in school cannot guarantee absolute confidentiality should a disclosure be made. This will be made clear when forming the class Ground Rules. Durham Safeguarding Child Protection procedures are followed at all times in Trust schools.

When teaching this subject, Trust Schools are aware that children may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers are aware of the risks of encouraging or making suicide seem a viable option for pupils and will ensure that any material used will be preventative rather than instructive.

Teachers will avoid using emotive language, videos or images. If teachers have concerns

about a specific pupil in relation to self-harm or suicidal ideation or attempts, they will follow Trust safeguarding procedures.

## **9. Monitoring and Evaluation of Relationship and Sex Education**

It is the responsibility of the Trust Chief Executive Officer/Head Teacher/Leadership Team to oversee and organise the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning. The RSE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

Ofsted are required to evaluate and report on personal, spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the Trust's RSE education policy, curriculum and on support and staff development, CPD and delivery.