

Sex and Relationships Education Policy 2023(v1)

The Midland Academies Trust

Policy Author:

Lead Owner: Director of Education

Target Audience: Staff / Pupil

Policy Location: Website / Staff SharePoint



**George Eliot
Academy**

Part of The Midland Academies Trust



**Hartshill
Academy**

Part of The Midland Academies Trust



**Heath Lane
Academy**

Part of The Midland Academies Trust



**Nuneaton
Academy**

Part of The Midland Academies Trust

Contents

Sex and Relationships Education Policy 2023(v1)

	Page
1. Introduction	1
2. Aims	1
3. Statutory Requirements	1
4. Policy Development	2
5. Definition	2
6. Curriculum	2
7. Delivery of Relationships and Sex Education	2
8. Roles and Responsibilities	3
9. Parents Right To Withdraw	4
10. Training	4
11. Equality Analysis	4
12. Data Protection Impact Assessment	4
13. Monitoring and Review Arrangements	4

Appendices

1. Curriculum Map
2. By the End Of Secondary School Pupils Should Know
3. Parent Form: Withdrawal From Sex Education Within RSE

Document History

Version Number	Amended By	Date of Revision	General Revision Description
V1	Director of Education	25.5.23	Updating of format and dates and addition of GDPR . Inclusion of section 11 Equality Analysis and section 12 Data Protection Impact Assessment

Sex and Relationships Education Policy 2023(v1)

1. Introduction

- 1.1 The Midland Academies Trust (the Trust) provides governance and oversight to those academies that are part of the Trust. These include:
 - i. The Nuneaton Academy;
 - ii. The George Eliot School;
 - iii. The Hartshill School;
 - iv. The Heath Lane Academy.
- 1.2 This Policy and Procedure applies to each of the academies listed above and any other academy established by the Trust, subsequent to the approval of this Policy.

2. Aims

- 2.1 The aims of relationships and sex education (RSE) at The Midland Academies Trust are to:
 - i. Provide a framework in which sensitive discussions can take place.
 - ii. Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
 - iii. Help students develop feelings of self-respect, confidence and empathy.
 - iv. Create a positive culture around issues of sexuality and relationships.
 - v. Teach students the correct vocabulary to describe themselves and their bodies.

3. Statutory Requirements

- 3.1 As secondary academy schools we must provide RSE to all students as per section 34 of the Children and Social work act 2017.
- 3.2 Current regulations and guidance from the Department for Education state that from September 2020, all schools must deliver relationships education and relationships and sex education.
- 3.3 The RSE policy supports/compliments the following policies:
 - i. Safeguarding
 - ii. Child protection
 - iii. British Values
- 3.4 In teaching RSE, we are 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. At The Midland Academies Trust we teach RSE as set out in this policy.
- 3.5 Documents that inform the Trust's RSE policy include:
 - i. Education Act (1996)
 - ii. Learning and Skills Act (2000)
 - iii. Education and Inspections Act (2006)
 - iv. Equality Act (2010)

- v. Supplementary Guidance SRE for the 21st century (2014)
- vi. Keeping children safe in education – Statutory safeguarding guidance
- vii. Children and Social Work Act (2017)

4. Policy Development

- 4.1 Parents of pupils in the Midland Academies Trust schools will be given opportunities to understand our academies RSE delivery and subject content through parent forum's, parents evenings and regular parental newsletters.
- 4.2 Lead Teachers for PSHE and RSE have participated in the development of this Policy.

5. Definition

- 5.1 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.
- 5.2 RSE involved a combination of sharing information, and exploring issues and values.
- 5.3 RSE is not about the promotion of sexual activity.
- 5.4 RSE will be taught not only in PSHE lesson but cross-circular in lessons such as science and physical education (PE).

6. Curriculum

- 6.1 Our 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 academy staff, taking into account the age, needs and feelings of students.
- 6.2 We will ensure RSE is matched to the needs of our students by reviewing each topic as it is being delivered to ensure students are getting the most out of their lessons. Assessment in RSE will take the approach of multiple choice quizzes to assess key terms.
- 6.3 If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.
- 6.4 For more information about our curriculum, see our curriculum map in Appendix 1.

7. Delivery of Relationships and Sex Education

- 7.1 RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).
- 7.2 Students also receive sex education sessions delivered by outside agencies.
- 7.3 Teachers and students will agree ground rules by having a discussion about what rules they both feel to be appropriate to the lessons being taught.
- 7.4 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- i. Families
- ii. Respectful relationships, including friendships
- iii. Online and media
- iv. Being Safe
- v. Intimate and sexual relationships, including sexual health

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

- 7.4 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).
- 7.5 Visitors/ external agencies which support the delivery of RSE will be required to share their resources with Head of PSHE before delivery to ensure they are appropriate for the pupils.
- 7.6 All staff teaching RSE will be supported by the Head of PSHE.

8. Roles and Responsibilities

8.1 The Board

The Board will approve the RSE Policy and hold the Principal to account for its implementation.

8.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw students from non-statutory components of RSE (see section 8)

8.3 Staff

Staff are responsible for:

- i. Delivering RSE in a sensitive way.
- ii. Modelling positive attitudes to RSE.
- iii. Monitoring progress.
- iv. Responding to the needs of individual students.
- v. Responding appropriately to students whose parents withdraw them to be withdrawn from the non-statutory components of RSE.
- vi. Head of PSHE is responsible to ensure the above points are being met.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance the teacher will refer to the Safeguarding Policy.

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 Principal

8.4 Students

Students 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

- 9.1 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.
- 9.2 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal. A copy of withdrawal will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

10. Training

- 10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
- 10.2 The head of PSHE will also invite visitors from outside school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.
- 10.3 As part of our whole Trust approach to RSE, Parent Information sessions and opportunities for parents to gain better understanding on RSE topics will be made available. Parents will be informed by text message and the school website.

11. Equality Analysis

- 11.1 By virtue of the provisions of the Equality Act 2010, the Trust has a duty to have due regard to the need to:
 - i. eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct;
 - ii. advance equality of opportunity between people of different groups;
 - iii. foster good relations between people from different groups.
- 11.2 In implementing this Policy and associated procedures, the College will actively take these aims into account as part of its decision making process and will demonstrate how this has been undertaken.
- 11.3 Where necessary a full equality impact assessment will be undertaken.

12. Data Protection Impact Assessment

- 12.1 Data Protection Impact Assessments (DPIA) are an essential part of the Trust's accountability obligations under the UK GDPR. Conducting a DPIA is a legal requirement for any type of processing, including certain specified types of processing that are likely to result in a high risk to the rights and freedoms of individuals. Under UK GDPR, failure to carry out a DPIA when required may leave the College open to enforcement action
- 12.2 A DPIA, relating to any relevant areas within this Policy and Procedure, will therefore be undertaken to enable the systematic analysis, identification and minimisation of data protection risks and to demonstrate how the Trust complies with its data protection obligations.

13. Monitoring and Review Arrangements

- 13.1 The delivery of RSE is monitored by the Head of PSHE through:

- i. learning walks;
- ii. book trawls;
- iii. pupil voice.

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

13.3 This Policy will be reviewed by the Heads of PSHE annually and submitted for Board approval.