



## RELATIONS, HEALTH AND SEX EDUCATION POLICY

### Rationale

This policy sets out ways in which Abbot's Lea School provides **Relationships, Health and Sex** education for its students.

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the current legislation.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### Legislation – Primary Department

From September 2020 Relationships and Health Education must be taught to all primary age students in schools in England. In both subjects, families will not be able to request for their children to be withdrawn.

Sex Education is not compulsory in Primary Schools. However, we do cover aspects of sex education as endorsed by NSPCC and PHSE Association.

We always tailor our educational input to the age and the developmental, physical and emotional maturity of the students we teach.

Families do have the right to request that their child be withdrawn from sex education beyond the national curriculum for science.

We ensure that when a child is withdrawn, alternative arrangements will be made for that child during the Sex Education lesson.

Deputy Headteacher responsible for Teaching and Learning across the school will consider this request and discuss it with you.

You can make the request by contacting Mrs Tobin, Deputy Headteacher:  
[deputy@abbotsleaschool.co.uk](mailto:deputy@abbotsleaschool.co.uk)

## Legislation – Secondary Department

From September 2020 Relationships, Sex and Health Education must be taught to all secondary age students in schools in England.

Families will not be able to request for their children to be withdrawn from Health Education or the Relationships Education element of Relationships and Sex Education.

If you do not want your child to take part in certain Sex Education lessons, you can ask that they are withdrawn. However, some parts of sex and relationship education are compulsory - these are part of the national curriculum for science.

Deputy Headteacher responsible for Teaching and Learning across the school will consider this request and discuss it with you.

You can make the request by contacting Mrs Tobin, Deputy Headteacher:  
[deputy@abbotsleaschool.co.uk](mailto:deputy@abbotsleaschool.co.uk)

## Curriculum content – Primary Department

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, students will have been taught the following content:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, students will have been taught the following content:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

## Curriculum content - Secondary

Relationships and Sex Education will build on the teaching at primary level. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. Your child's school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship.

At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life. It involves teaching children about reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular sexual orientation.

We work hard to ensure that students are taught the importance of equality and respect and that all teaching is sensitive and age appropriate. Therefore, at the appropriate time we will teach students about LGBTQ+ issues not as stand-alone lessons but being fully integrated into their programmes of study.

By the end of secondary school, students will have been taught the following content:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of secondary school, students will have been taught the following content:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

## Aims

- To ensure compliance with all relevant legislation connected to this policy and that Relationships Education and Health Education are taught as from 2020.
- To ensure students are taught the importance of equality and respect and that all teaching is sensitive and age appropriate.
- To ensure families are aware that they have the right to request that their child be withdrawn from sex education beyond the national curriculum for science.
- To share good practice within the school and with other schools.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- oversees compliance with the policy through Governor Visits and meetings
- responsibility for ensuring:
  - full compliance with all statutory responsibilities;
  - the school complies with all equalities legislation;
  - funding is in place to support this policy;
  - this policy and all policies are maintained and updated regularly;
  - all policies are made available to families;
  - the nomination of a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
  - all students make progress in achieving the expected educational outcomes;
  - the subjects are well led, effectively managed and well planned;
  - the quality of provision is subject to regular and effective self-evaluation;
  - the teaching is delivered in ways accessible to all students with varying Special Educational Needs;
  - clear information is provided for families on the subject content and the right to request that their child is withdrawn;
  - the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations;
  - the involvement of the School Council in:
    - discussing improvements to this policy during the school year;
    - organising surveys to gauge the thoughts of all students;

### Role of the Headteacher

The Headteacher will:

- place a high priority on Relationships Education, Sex Education and Health Education;
- delegated implementation of the policy to the Deputy Headteacher responsible for Teaching and Learning
- ensure that these subjects are set in the 'context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school;
- liaise with the appropriate staff to provide appropriate, purposeful education for any student who has been excused from sex education;
- work in conjunction with SLT (Senior Leadership Team) to ensure all school personnel, students and families are aware of and comply with this policy;
- liaise with SLT to ensure risk assessments are:
  - in place and cover all aspects of this policy;
  - accurate and suitable;
  - reviewed annually;

- easily available for all school personnel
- create an ethos that is based on the United Nations Convention on the Rights of the Child where students understand the importance of equality and respect the rights of others.

### **Role of the Deputy Headteacher (overseeing all areas of the curriculum)**

The Deputy Headteacher will:

- endorse a curriculum that teaches children to know about their rights and to have positive attitudes to respecting the rights of others;
- use whole school assemblies well to promote the school ethos;
- work closely with the School Council and to hear their views and opinions;
- encourage students to form and to express their views;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity
- consider requests for withdrawal and arrange alternative provision for those withdrawn
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with students, school personnel, families and governors
- liaise with SLT to consider how the teaching of this subject area in the school promotes our focus on SCERTS
- guide and quality assure the work of the Middle Leaders who will oversee the planning of this curriculum area;

### **Role of the Middle Leaders**

The Middle Leaders will:

- work with Class Teachers to develop a differentiated curriculum;
- ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum;
- work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with students;
- ensure that the teaching delivered by any specialist teacher fits with the planned programme;
- oversee the provision of a curriculum that provides students with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in students' learning and teaching experiences and opportunities throughout the school;
- oversee the provision of an environment that is fun, stimulating and challenging to all students;
- ensure their Class Teachers and further teams promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;

- ensure their curriculum team equip children with a range of skills and a desire for lifelong learning;
  - ensure appropriate coverage of the curriculum;
  - provide support and advice to those delivering the curriculum;
  - monitor student progress in liaison with Class Teachers;
  - ensure sufficient and up to date resources are in place
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- lead the development of this policy throughout the school;
  - work closely with the Deputy Headteacher to discuss with families:
    - the planning and delivery of these subjects;
    - any concerns they may have;
    - how to manage conversations with their children on a variety of related issues;
    - they have the right to request that their child be withdrawn from any sex education other than as part of the science curriculum
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- provide guidance and support to staff in their Curriculum Teams;
  - provide training for all staff on induction and when the need arises;
  - make effective use of relevant research and information to improve this policy;
  - keep up to date with new developments and resources;
  - undertake risk assessments when required in liaison with Alison Twomey, Head of Care and Safeguarding;
  - review and monitor the provision;
  - to work with outside providers to ensure compliance with the Equality Act

## **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- produce differentiated curriculum planning;
- have high expectations of their students and set appropriate challenge within lessons;
- assess their teaching and use assessments to identify students who need extra support or intervention;
- be prepared for an Ofsted inspection;
- be trained to deal with sensitive issues;
- know how to manage disclosures of any type;
- know how to maintain an appropriate level of confidentiality;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership families and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

## **Role of the Head of Care and Safeguarding**

The Head of Care and Safeguarding will:

- ensure all school personnel are trained to manage disclosures of any type;
- ensure students are made aware of how to raise concerns, to make a report and how a report will be handled;
- ensure school personnel are trained to deal with sensitive issues;
- be made aware of the proposed content of lessons that are safeguarding related as he/she might have local knowledge that could be of value;

## **Role of Students**

Students will:

- be aware of and comply with this policy;
- know how to raise a concern or make a report and know how any report will be handled whether it is about them or a friend or peer;
- treating others, their work and equipment with respect;
- supporting the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaising with the school council;
- taking part in questionnaires and surveys

## **Role of Families**

Families will:

- be aware of and comply with this policy;
- be made aware of the following questions and answers as compiled by the DfE:

### **Q: Will my child's school have to engage with me before teaching these subjects?**

A: Schools will be required to consult with families when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Effective engagement gives the space and time for families to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to families' views, and then make a reasonable decision as to how they wish to proceed. When and how content is taught is ultimately a decision for the school, and consultation does not provide a family veto on curriculum content.

A school's policies for these subjects must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they engage families, they provide examples of the resources they plan to use, for example the books they will use in lessons.

### **Q: Will my child be taught sex education at primary? This is too young.**

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Many primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and we recommend that they do so, tailored to the age, physical and emotional maturity of their students. In those instances we recommend you discuss this with the school, to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these sex education lessons.

**Q: Does the new Relationships Education and RSE curriculum take account of my faith?**

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

In all schools, when teaching these subjects, the religious background of students must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core required content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

**Q: Do I have a right to withdraw my child from Relationships and Sex Education?**

A: Families will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

**Q: Has the government listened to the views of my community in introducing these subjects?**

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and families – these responses have helped finalise the statutory guidance.

**Q: Will my child be taught about LGBT relationships?**

A: Students should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate students about healthy relationships.

Students should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.

Secondary schools should cover LGBT content in their RSE teaching. RSE should meet the needs of all students, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

**Q: What support will schools receive to deliver these subjects well?**

A: We are investing in a central support package to help teachers introduce these subjects well and with confidence. This will include a new online service, featuring access to high quality resources, innovative training materials, case studies and an implementation guide, available from Spring 2020.

There will also be training available for teachers through existing regional networks, offering opportunities to improve subject knowledge and build confidence.

We're working with expert organisations, schools and teachers to develop this support.

**Q: Where can I find out more information about what will be taught in my child's school?**

A: If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school. We have also published family guides, which explain what the subjects are, and families' rights.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum.

Teaching at school will complement and reinforce the lessons you teach your child as they grow up. Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its students.

- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;

- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- School website;
- Meetings with families such as introductory, transition, family-teacher consultations and periodic curriculum workshops;
- Meetings with school personnel;
- Written communications with home such as Head's Weekly Newsletter
- Headteacher reports to the Governing Body;
- GB Visit report and GB meetings
- Information displays in the main school entrance;
- Text messages
- Email
- Social media:
  - Facebook
  - Twitter

### **Training**

All school personnel and governors:

- have equal chances of training, career development and promotion
- receive training related to this policy on induction
- receive periodic training so that they are kept up to date with new information
- take responsibility for their own continuous professional development

### **Equality – Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

## **Monitoring the effectiveness of the policy**

### **Review of Procedure**

This procedure shall be subject to periodic review and may be changed from time to time.

### **Management of policy**

The Governors and Headteacher have overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes.

## **Document Control**

<b>Version</b>	<b>Date</b>	<b>Action</b>
Version 1	July 2020	Creation of new document based on statutory guidance and content of other school policies.
	July 2021	Reviewed no changes