

Staffordshire University Academies Trust		Trust Policy Document			
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Audience:	Trustees <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>	Parents <input checked="" type="checkbox"/>	General Public <input checked="" type="checkbox"/>

Staffordshire University Academies Trust Relationships and Sex Education and Health Education Policy

This policy sets out the approach of Staffordshire University Academies Trust (SUAT) to Relationships and Sex Education and Health Education (RSHE). The policy applies to all of the Academies in the Trust, including our Church schools. Individual Academies are advised to attach their own appendix to this policy.

Legal context

The Children and Social Work Act 2017 made it statutory for Primary schools to teach Relationships education and Health education and for Secondary schools to teach Relationships and Sex Education and Health Education from September 2020. Following this change to the law the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) which includes the legal requirement for Primary schools to have a Relationships Education policy and Secondary schools to have a Relationships and Sex Education policy. A Health Education Policy is not statutory but is recognised as good practice and is included here.

This policy also supports legal requirements relating to:

- The Equality Act 2010
- The Education Act 1996
- Keeping Children Safe in Education

The following trust policies are relevant to this policy:

- Anti-bullying
- British Values
- E safety
- Safeguarding
- Drug education

The following Church of England (CoE) documents are also relevant to this policy:

- Faith sensitive and inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)
- CoE Principles and Charter for RSE
- Valuing all God's Children
- Pastoral Principles for Living Well Together

Definition

RSHE supports children and young peoples' personal development including their spiritual, moral, social and cultural development. It aims to help them to deal with the real-life issues that they face as they grow up and that they will encounter as adults. Their learning will support them to make informed choices both on and off-line about their safety, physical and mental health enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where all are valued, positive relationships are promoted and there is a safe learning environment.

Aims

The RSHE programme aims to: -

- provide accurate, age appropriate information to all children and young people
- support the development of knowledge, skills and attitudes to enable children and young people to make informed choices
- build confidence and self esteem
- develop personal attributes
- prepare children and young people as they develop and become adults
- develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010

The Trust Board has adopted the above aims for all children and young people educated in the Trust's Academies. *Individual Academies are advised to add additional aims to meet the needs of their community (see Academy specific information).*

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community, therefore the following role and responsibilities have been identified.

Trustees

- Oversee strategies and procedures across the Trust
- Ensure that Church Schools in the Trust follow relevant guidance and policy provided by the Church of England (CoE)

Principal/ Head teacher

- Oversee the development and delivery of RSHE in the Academy including supporting the subject leader
- Give staff the opportunity to contribute to the development of RSHE
- Discuss the development and delivery of RSHE with executive staff and provide information for Trustees as required.
- Facilitate training for the subject leader and staff as required
- Support the subject leader's work with parents/carers so that they are kept informed of current content and delivery of the RSHE curriculum
- In Church Schools, ensure that relevant CoE guidance and policy is followed

Subject Leader

- Lead the development and delivery of effective RSHE across the Academy
- Keep up to date with latest developments in the subject
- Support staff as necessary
- Monitor and evaluate RSHE and report to the Academy Principal
- Liaise with parents and carers as necessary to keep information on the subject content and delivery up to date
- In Church Schools, ensure that relevant CoE guidance and policy is followed

All staff

- Know and implement the policy relating to RSHE
- In Church Schools, follow relevant CoE guidance and policy
- Teach RSHE using the agreed academy curriculum
- Maintain positive and supportive links with parents and carers

- Respond to the needs and questions of children, young people and their families regarding the content and delivery of the RSHE curriculum
- Monitor progress

Parents/Carers

- Will be encouraged to engage with staff to better understand the content and delivery of the RSHE curriculum
- Will be kept up to date of any changes and/or additions to the RSHE curriculum
- Will be informed of their right to withdraw their children from sex education lessons when these are scheduled
- In Church Schools, they will be assured that relevant CoE guidance and policy is followed

Curriculum organisation

Each Academy will decide how it organises its curriculum for RSHE, however the Trust recognises established best practice approaches including: -

- That RSHE is part of Personal, Social, Health and Economic education (PSHE education) and is best taught within this wider context.
- Incorporation of relevant CoE guidance and policy for RSHE in Church Schools
- Regular lessons provide the best opportunity for children and young people to develop their knowledge, skills, attitudes and revisit topics when necessary.
- Lessons need to be of sufficient length to enable children and young people to fully explore topics and reflect on learning
- Focus days, visits and visitors can enhance learning but cannot replace a planned and progressive programme.
- Confident and skilled staff are best placed to deliver effective RSHE lessons particularly where sensitive or controversial issues are included
- Cross curricular links make a valuable contribution to learning and should be recognised within planning and delivery

Teaching and learning

RSHE is delivered in line with the Academy teaching and learning policy. In Church schools, there will be adherence to relevant CoE guidance and policy. As the subject deals with real life experiences it is important to establish a safe and positive learning environment using the following approaches:

- Establish clear ground rules in consultation with children and young people covering confidentiality, respect for others, privacy and boundaries.
- Use distancing techniques including depersonalised discussions, role play and theatre in education
- Use clear language to avoid misunderstandings
- Avoid prejudice and assumptions about children and young peoples' abilities, desires, background and experiences
- Deal sensitively with unexpected questions and comments
- Assess and build on existing knowledge and experiences
- Ensure learning is engaging using a range of activities including structured discussion and problem solving
- Provide a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes
- Allow time for reflection
- Provide differentiated learning
- Use a variety of groupings to enhance learning

Resources

A range of resources will be used to support learning in RSHE. They will be carefully selected by teachers and overseen by the Subject Leader. They will be up to date, relevant to children and young people and consistent with the aims and values of the Trust and each individual Academy, including Church Schools.

Equality

The Equality Act sets out the duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age
- Marriage and Civil partnership
- Disability
- Race
- Religion & belief
- Sexual orientation
- Sex
- Pregnancy and maternity
- Gender reassignment

In addition, schools should consider the needs of those with Special Educational Needs (SEN). The RSHE programme will meet the needs of all children and young people. Lessons will include content which will tackle discrimination and foster good relationships.

Right to withdraw

Parents and carers cannot legally withdraw their child from any aspect of Relationships Education or Health Education.

Parents and carers have the right to withdraw from Sex Education apart from content that is taught within the Science National Curriculum.

In the Trust, Primary Principals/ Head teachers may accept this having explained to the parent/carer the potential implications for their child. In the Secondary Academies a detailed discussion will take place with the parent/carer about the potential impact of withdrawing their child from these lessons. If the parent/carer still wishes to exercise their right to withdraw the Academy will provide suitable alternative learning activities at the time the lessons are taking place.

The parent and carer right to withdraw applies up to three terms before the young person turns 16. After that point if the young person wishes to receive sex education the Academy will make the appropriate arrangements.

Academies in the Trust will inform parents/carers when sex education lessons will take place and remind them of their right to withdraw. Parents and carers must inform the academy of their intention to withdraw their child.

Safeguarding

RSHE and Health Education include sensitive topics and it is therefore possible that discussions will prompt safeguarding disclosures. Reference should be made to SUAT safeguarding policies and procedures to deal with any disclosures appropriately and sensitively

The Subject Leader and teacher should discuss with the Designated Safeguarding Lead in the academy any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children and young people if required.

Staff should consider the timing of lessons to ensure that children and young people have the opportunity to report any concerns they may have either that day or the following day.

Monitoring and evaluating

The Principal/ Head teacher and Subject Leader will have responsibility for monitoring and evaluating RSHE in line with other subjects in the Academy. This could include scrutiny of planning, lesson observations, learning walks, evidence of learning, feedback from staff, parents/carers and children and young people.

Professional development

The Principal/ Head teacher and Subject Leader will regularly assess the professional development needs of staff. Appropriate development will be provided using internal or external expertise.

Communication of policy

The Trust policy will be available on the Trust website.
Individual academy policies will be available on their websites.
Copies can be requested from each academy office.

Academy specific information

RSHE is most effective when it meets the needs of children and young people therefore each academy must set out their policy for the following:

Aims/Intention

Church Schools to include reference to the CoE Principles and Charter for RSE

Context of the academy

Intake
Special needs
Church School identity
Social, cultural and religious mix
Health and social needs – identified from data
Links to other relevant policies

Support

Within the academy
External including how to refer

Curriculum content

Overview for each year group
Cross curricular coverage
Content deemed to be sex education by the academy
Key resources used
Visits and visitors

Teaching and learning

Frequency of lessons
Who teaches RSHE
Assessment

Monitoring and evaluating

Frequency
Methods used