



**Hartshill Academy**

The best in everyone™

Part of United Learning

# **Relationships and Sex Education Policy**

REVIEWED BY: United Learning

DATE REVIEWED: Spring 2025

DATE OF NEXT REVIEW: Autumn 2025

# Relationships and Sex Education Policy

## Introduction

The aims of Relationships and Sex Education at Hartshill Academy are to enable pupils to learn about:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) intimate and sexual relationships, including sexual health.

Relationships and sex education will only use teaching and materials which are appropriate to the age and the religious background of the pupils receiving it.

## Parental, staff and pupil involvement regarding the policy

The school will consult with parents and staff on the formation of the policy, and any changes made to it when it is reviewed, which will be at least annually.

## Parental right to withdraw children

Parents have the right to withdraw their child from some or all of the sex education provided (except from sex education taught under the science curriculum), but not from the relationships education. Requests for withdrawal should be put in writing and addressed to the Principal.

In considering such a request, the school will use the following process:

- The Principal should discuss with the parent (and, if appropriate, the child) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered.
- The Principal should discuss with the parent the benefits of the child receiving this important education and any detrimental effects that withdrawal might have on the child, including social or emotional effects of being excluded as well as the likelihood of the child hearing from their peers what was covered (and having that content channelled through a child's voice rather than a teacher's).
- Once those discussions have taken place, except in exceptional circumstances (e.g. safeguarding concerns), the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather

than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

- For the vast majority of pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Principal will want to take a pupil's SEND into account when making this decision.

If a pupil is withdrawn from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## Teaching and Learning Objectives

### 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.

RSE will also be taught cross-curricular in lessons such as science and physical education (PE).

### Curriculum

Our curriculum is set out on our website but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with school staff, taking into account the age, needs and feelings of pupils. We will ensure RSE is matched to the needs of our pupils by reviewing each topic as it is being delivered to ensure pupils are getting the most out of their lessons.

Religious background of all pupils will be taken into account when planning teaching and materials, so that sensitive topics are handled appropriately, and that all relationship education teaching will meet the requirements of equality law. We may teach about faith perspectives and give pupils the opportunity to reflect on faith teachings about certain topics as well as how faith institutions may support people in matters of relationships and sex.

The delivery of the RSE Curriculum will be made accessible to all pupils, including those with SEND.

## **Delivery of Relationships and Sex Education**

RSE is taught within the HART curriculum. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive sex education sessions delivered by outside agencies.

Teachers and pupils will agree ground rules by having a discussion about what rules they both feel to be appropriate to the lessons being taught. 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

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).

Visitors and external agencies which support the delivery of RSE will be required to share their resources with the school before delivery to ensure they are appropriate for the pupils. All staff teaching RSE will be supported to deliver this to a high quality.

## **Roles and Responsibilities**

**The Governors -** The Governing Body will approve the RSE Policy and hold the Principal to account for its implementation.

**The Principal -** The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

**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 pupils.
- v. Responding appropriately to pupils whose parents withdraw them to be withdrawn from the non-statutory components of RSE.

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

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

## Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. We 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. As part of our approach to RSE, Parent Information sessions and opportunities for parents to gain better understanding on RSE topics will be made available.

## Complaints

Complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure. The procedure for complaints can be found in the complaints policy on the school website.

## Policy Review Date

This policy will be reviewed annually by the governing board.

	Date	Name of owner
<b>Authorised:</b>	Spring 2025	Lorraine Taylor
<b>Policy Reviewed:</b>	Spring 2025	
<b>Next Annual Review Date:</b>	Autumn 2025	