



South Gloucestershire and Stroud Academy Trust (SGSAT)

Sex and Relationships Education Policy

This policy has been renewed for one year, subject to full review during that time. Any changes to DFE or other guidance prior to the full review should be assumed to supersede the relevant parts of the policy.

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Job Title/Role:	Director of Education
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Approved by:	SGSAT Trust Board
Date:	31/01/2024

Sex and Relationships Education Policy

1. Intent

SGSAT believes that effective relationships education and relationships and sex education is essential for young people to make responsible and well-informed decisions about their lives. The aim of relationships education and relationships and sex education is to help prepare students for the opportunities, responsibilities and experiences of adult life.

The Trust recognises that to embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects can support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The Trust also recognises that schools and colleges can play an important role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme will be through a whole school approach that prepares students for life in modern Britain, including through the planned programme and delivery of evidence-based content of the relationships education and relationships and sex education programme.

The Trust recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationship education and relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.

The Trust further recognises that a key aim of this policy is to help to create a culture of safety, equality and protection.

2. Scope

This policy applies to all the primary and secondary age phases of the Trust and applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and students of the School.

This policy has been prepared to meet the School's responsibilities under:

- Education (Independent School Standards) Regulations 2014;
- Education and Skills Act 2008;
- Education Act 2002;
- Children Act 1989;
- Equality Act 2010;
- Children and Families Act 2014;
- Children and Social Work Act 2017; and

- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, with its associated Covid-related subsequent updates.

This policy also has regard to the following guidance and advice:

- 3.2.1 Relationships education, relationships and sex education and health education (DfE, June 2019);
- Keeping children safe in education (DfE, September 2021) (KCSIE);
- Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, updated December 2020);
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfE, December 2020);
- Sexual violence and sexual harassment between children in schools and colleges (DfE, September 2021);
- Searching, screening and confiscation: advice for schools (DfE, January 2018);
- Respectful School Communities Self-Review and Signposting Tool (DfE);
- Plan your relationships sex and health curriculum (DfE, September 2020);
- Teaching about relationships, sex-and health (DfE, September 2020); and
- Review of sexual abuse in schools and colleges (Ofsted, June 2021).

The Equality Act 2010 has special resonance here. Through RSE we seek to develop key interpersonal skills such as respect and empathy, which enable students to understand the rights and responsibilities we all have towards one another. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Also relevant here is our duty to teach fundamental British Values, which include individual liberty, mutual respect and respect for those of different faiths and beliefs. We will ensure that our provision of RSE is not only equally accessible and inclusive for all students with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

This policy also overlaps with and is supported by a range of other Trust policies and school procedures, especially those related to safeguarding, and we recognise that effective teaching may alert students to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. Teaching RSE supports us in fulfilling our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Trust's Safeguarding Policy and procedures and will report disclosures or concerns to the school's Designated Safeguarding Lead (DSL) immediately.

This policy outlines the key principles for all schools in the Trust, but each school will have developed its own specific procedures in response to the context and needs of the students at each site, in consultation with staff, students and parents/carers in each school and in line with the curricular and pastoral arrangements in each school.

3. Procedures

We consider RSE to be a continuous process of learning, which begins before students enter our schools and continues into adulthood. In order to ensure that RSE meets the needs of all:

- We will reflect a range of lifestyles and family structures, in PSHE lessons and beyond, so that all students see themselves and their families reflected back in the lesson content.
- We will teach about RSE themes in a way which is relevant to all, using examples of a variety of sexualities, gender identities, lifestyles and faith backgrounds.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will carefully consider the needs of non-binary students (i.e. those who do not identify as being either male or female), to ensure their needs are being fully met by the curriculum provision and our methods of delivery.
- We will not seek to gain consensus, but will respectfully listen, accept and celebrate difference.
- In order to ensure that students of all genders can access the information they need, to reduce taboos and to develop positive communication skills between genders, we will teach in mixed gender groups wherever possible.
- All adults in school will encourage respect and discourage abusive and exploitative relationships of any sort.
- We will not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we ensure our RSE programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We understand that students with SEND have as much right to receive the whole RSE curriculum as other students. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviours and understand private/public boundaries
- their need to develop self-esteem and positive body image
- the need to involve all staff, including support staff and parents/carers, in policy development, planning and training
- the management of personal care.

The Headteacher is responsible for ensuring that each school's curriculum is wholly consistent with the DfE statutory requirements for RSE and Health Education (2020),

National Curriculum (2014), other DfE and OfSTED guidance, and reflects best practice.

4. Implementation

The implementation of this policy is a matter for each school to define in its own context; those procedures are liable to change more frequently than this policy, so should be obtained from the school directly.

5. Consultation and consent

Each school will proactively consult with parents and carers in the development and review of school-based procedures based on this policy and on the content of their relationship education and relationship and sex education programmes, and will communicate to parents what will be taught and when in delivering relationships education and relationships and sex education.

Parents and carers of primary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at primary age, except for those parts included in the science curriculum. There is no right to withdraw from relationships education.

Parents and carers of secondary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction, up to three terms before the child turns 16.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their 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 will make arrangements to provide the child with sex education during one of those terms.

There may be exceptional circumstances where the Head may want to take into account a student's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented by the School.

6. Impact

Through the delivery of RSE we intend to further our Trust's aims of providing a curriculum which is relevant to the needs of students, both now and in the future. It

will enable students to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in our schools, and allow them to:

- develop interpersonal and communication skills to support them when relationships are good or when they are difficult
- develop and explore personal values and a moral framework to guide decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- promote equality and respect in their own peer groups, both on and offline, reducing prejudice and challenging stereotypes and harassment
- develop skills for healthy relationships based on mutual respect, trust and positive communication
- have a confident understanding of human biology and reproduction
- understand the role of sex in intimate relationships and strategies for considering readiness for sex
- be prepared for puberty, understand the emotional, physical and social effects of adolescent development and support others
- develop the attitudes and skills needed to understand their sexuality, sustain healthy intimate relationships, should they choose them, and maintain their sexual health
- explore the positive implications of new technologies for relationships and understand safety and privacy
- develop critical, media literacy skills, enabling them to reflect on relationships and sex portrayed in the media, including in pornography
- recognise and avoid exploitative, coercive and controlling relationships, including intimate relationships
- explore and confidently discuss issues and develop skills associated with consent in different relationships
- explore their own values and attitudes towards gender identity and sexism, sexuality and homophobic, biphobic and transphobic behaviours
- understand about safer sex, including contraception and the prevention of STIs, for people of all sexualities
- value, care for and respect their own bodies

7. MANDATORY INITIAL IMPACT SCREENING



Completed by:

Name Alan Dane	Title Director of Education	01/01/2024
I have read the guidance document: Completing a Policy Impact Assessment?		✓
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:		✓

EQUALITY AND DIVERSITY IMPACT ASSESSMENT

Characteristic	This policy seeks to:	
Age	Promote learning experiences that meet the needs of particular cohorts and also promote up-skilling and training for employees	
Disability	Encourage and promotes individuals with disabilities and aims to eliminate attitudes, practices and procedures that discriminate against people on the grounds of disability and/or learning difficulties/disabilities.	
Faith or Belief	Respect, and as necessary, develop provision for the practice which supports the religious needs or belief of learners and staff.	
Gender	Promote the inclusion of learners into non-traditional areas of study and work towards minimising gender stereotyping	
Race or Ethnicity	Ensure that staff and learners are equipped to recognise racial and ethnic diversity and to challenge racial and ethnic discrimination	
Orientation	Eliminate discrimination on the grounds of sexual orientation and promote equality of opportunity through a supportive, inclusive environment	
Gender reassignment	Oppose sexism and be committed to taking positive action to identify and remove sexism from College life	
Economic disadvantage	No appreciable impact	
Rural isolation	Choose an item.	
Marriage	Support staff and learners to recognise and challenge discrimination on the basis of marriage	
Pregnancy & maternity	Promote equality of opportunity through a supportive, inclusive environment	
Carers & care leavers	Supporting staff and learners to recognise and challenge any inequality or discrimination associated with the status of being in care or a care leaver.	
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.	
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Trust's stakeholder groups:		
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Trust's stakeholder groups:		
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: red; color: white; padding: 5px; text-align: center;">□</div> <div style="background-color: green; color: white; padding: 5px; text-align: center;">×</div> </div> If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/>	Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS	
Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 6 Life, survival & development Art. 2 Non-discrimination Art. 14 Freedom of thought, belief & religion
Which Human Right (HRA) does this policy most protect:	Art. 9 Freedom of thought, conscience and religion Art. 14 Prohibition of discrimination

DATA PROTECTION & PRIVACY BY DESIGN SCREENING	
Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official Trust systems:	<input checked="" type="checkbox"/>
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	<input type="checkbox"/>