

POLICY TITLE: Relationships and Sex Education

Policy Number:	ECS 20
APPLIES TO:	All schools and colleges
Version Number:	02
Date of Issue:	01/11/2019
Date of Review:	31/10/2020
Author:	Lesley Dalglish: Quality Improvement Lead: Education
Ratified by:	Stephanie Rickson: Policy Lead
Responsible signatory:	Bonny Anderson: Director for Quality
Outcome:	All children and young people within Priory schools and colleges are given the opportunity to receive high quality relationships and sex education that is effective in preparing them for their adult lives.
Cross Reference:	ECS31 Curriculum ECS32 Teaching and learning ECS30 Assessment ECS34 Spiritual, Moral, Social Cultural Development and Community Cohesion
EQUALITY AND DIVERSITY STATEMENT	
Priory Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email LegalandComplianceHelpdesk@priorygroup.com

Relationships and Sex Education

1 INTRODUCTION

- 1.1 In order to effectively implement this policy, each Priory Education and Children's Services facility will have local procedures in place, where necessary, which will explain how this policy is applied and put into practice at site level.
- 1.2 Template **ECS LP 20** is provided for this purpose.
- 1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable.

2 AIMS

- 2.1 The aims of relationships and sex education (RSE) in our schools and colleges are to:
 - (a) Provide a framework in which sensitive discussions can take place
 - (b) Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
 - (c) Help students develop feelings of respect, self-respect, confidence and empathy
 - (d) Create a positive culture around issues of sexuality and relationships
 - (e) Teach students the correct vocabulary to describe themselves and their bodies
 - (f) Support students to understand how to keep themselves safe.

3 SCOPE

- 3.1 In all schools and colleges, the RSE programmes offered form part of the overall personal, social and health education programme and are carefully planned to take account of the students' age, maturity and physical development: The programmes of learning will evolve in response to each student's individual needs as they progress through the school.
- 3.2 RSE is part of the educational entitlement of all students: All students, regardless of their ability, develop physically and emotionally need to be helped to understand the changes which take place in their bodies and their feelings.
- 3.3 Schools and colleges must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- 3.4 Schools and colleges which follow the national curriculum are required to teach the elements of sex education contained in the science curriculum.
- 3.5 Ethnic, cultural and religious beliefs will be considered at all times.
- 3.6 In all schools and colleges, teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make
- 3.7 Across each school or college, RSE is taught in a number of different ways; for example, within topics, in personal, social and health education lessons, as part of the teaching of other subjects on the curriculum and as discrete lessons.
 - 3.7.2 It may be taught in mixed or single sex groups or on an individual basis, depending on which method is deemed most appropriate to the needs of students and content of the lesson.
- 3.8 When sensitive issues are being covered these are shared in advance with other

Education & Children's Services

colleagues and parents (carers).

- 3.9 Details of how RSE is delivered will be outlined in local procedures, schemes of work and curriculum statements.

4 DEFINITION

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information, and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity.
- 4.4 In the primary phase Relationships Education will be taught. At the secondary level Relationships and Sex Education will be taught.

5 RESPONSIBILITIES

- 5.1 **The Chair of Governors** will approve the local RSE procedure, and hold the Headteacher to account for its implementation.
- 5.2 **The Headteacher** is responsible for:
- (a) Ensuring that there is a local procedure which clearly
 - i. Defines RSE in their school/college
 - ii. Describes how RSE is provided (aspects of the curriculum, outside speakers, tutorials, therapeutic input etc)
 - iii. How the delivery and content will be made accessible to all students
 - iv. Explains who is responsible for providing it
 - v. Outlines how RSE is monitored and evaluated
 - vi. Describes how parents, students and staff have been consulted on RSE provision and their involvement in developing/reviewing the procedure
 - vii. Includes information on parents' right to withdrawal
 - viii. Outlines the training and support offered to colleagues delivering RSE
 - ix. Explains when the procedure will be reviewed and who will approve it
 - (b) Ensuring that curriculum statements, schemes of work and lesson plans reflect the RSE policy and procedure
 - (c) Ensuring that RSE is taught consistently across the school/college, and for managing requests to withdraw students from non-science components of RSE.
- 5.3 **Colleagues** are responsible for:
- (a) Delivering RSE in a sensitive way
 - (b) Modelling positive attitudes to RSE
 - (c) Monitoring progress
 - (d) Responding to the needs of individual students
 - (e) Responding appropriately to students whose parents wish them to be withdrawn from the non-science components of RSE.
- 5.3.1 **Colleagues** do not have the right to opt out of teaching RSE.
- 5.3.2 **Colleagues** who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.
- 5.4 **Students** are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Education & Children's Services

6 PARENTS' / CARERS' RIGHT TO WITHDRAW

- 6.1 Parents' (or those with parental responsibility) have the right for their children to be excused from the non-science components of sex education up to and until three terms before their 16th birthday. There is no right to withdraw from Relationships education or Health Education.
- 6.2 Requests for withdrawal should be put in writing and addressed to the Headteacher.
- 6.3 A copy of withdrawal requests will be placed in the pupil's educational record.
- 6.4 The Headteacher will discuss the request with parents and take appropriate action.
- 6.5 The local procedure will outline the actions the Headteacher will take in these circumstances.
- 6.6 Alternative relevant work will be given to students who are withdrawn from sex education.

7 MONITORING

- 7.1 Local procedures will outline how RSE is to be monitored and reported through governance. The Site lead is responsible for ensuring this is implemented.

8 REFERENCES

- 8.1 Education (Pupil Registration) (England) Regulations 2006
Care Standards Act 2000
Children Act 2004
Children's Homes Regulations 2015
Children's Homes (Wales) Regulations 2002
DfE (2015) Residential Special Schools: National minimum standards
Scottish Government (2018) Health and Social Care Standards: My support, my life
The Regulated Services (Service Providers and Responsible Individuals) (Wales) Regulations 2017, Welsh Statutory Instrument 2017 No.1264 (W.295)
Statutory Guidance to The Regulated Services (Service Providers and Responsible Individuals) (Wales) Regulations 2017 (Parts 3-20): Published Feb 2018
Education Act 1996.
Relationships Education, Relationships and Sex Education (RSE) and Health Education
Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers – DfE July 2019
The Equality Act 2010 and schools advice. (especially s.149 of the Equality Act).
DfE: Sexual violence and sexual harassment between children in schools and colleges Ref: DFE-00155-2018
Conduct of relationships, sexual health and parenthood education in schools; Scottish Govt Dec 2014 Guidance
Sex and relationships education in schools: Welsh Assembly Government Circular No: 019/2010 Date of issue: September 2010

ECS LP: 20 – Local Procedure Template – [Relationships and Sex Education](#)