



LGB Policy Name and Reference

Relationships and Sex Education Policy

Review Frequency:

Bi-annually or in response to change in legislation or Government Policy.

LGB Approval Body:

Norlington Governing Body

LGB Governor Responsible:

[Name of LGB Governor Responsible for this LGB Policy]

Date of Last LGB Academy Review:

June 2020

Date of Next LGB Academy Review:

June 2022

Other Key Staff or Partners:

Femi Olufola, Assistant Principal with responsibility for RSE.

Appendices:

A: RSE Curriculum

Related Legislation:

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance June 2019
Equalities Act 2010
Keeping Children safe in Education (April 2020 update)

To be Read in Conjunction
with LGB Academy Policy:

Signed on behalf of Norlington LGB:

Date:

No of Pages in addition
to this Cover Page: 8



Relationships and Sex Education Policy

1. Introduction

- 1.1 The purpose of this document is to make sure that Norlington School and 6th Form meets its statutory duties in relation to Relationships and Sex Education.
- 1.2 This policy has been written in line with Department for Education requirements and through consultation with parents/carers, staff and governors.

2. Aims

- 2.1 The aim of the Academy's Relationships and Sex Education (SRE) Policy is to ensure that all students who attend the Academy;
 - better understand the nature of relationships
 - are enabled to see the importance of marriage and stable loving relationships for the bringing up of children
 - are prepared for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
 - know the risks of being online and how to stay safe and prepare for life in modern Britain
 - to support all young people to stay safe and prepare for life in modern Britain.
- 2.2 The aim of this RSE Policy is to ensure that all staff who are employed by Norlington School & Sixth Form are informed and understand their role its implementation.
- 2.3 The aim of this policy is to ensure that the good reputation of the Exceptional Education Trust and its Academies is maintained and to limit any complaint against the Trust or the individual Academies.

3. Responsibilities

- 3.1 The Multi Academy Trust Board of Directors is responsible for ensuring that the Local Governing Bodies of the Academies within the MAT have an RSE Policy in place and that there is fairness and consistency across EET Academies.
- 3.2 The Local Governing Body (LGB) of the Academy is responsible for adopting a clear RSE policy; this may be delegated to a sub-committee of the full LGB, named on the cover page for this policy. In addition, it is the responsibility of the LGB to act consistently and fairly when dealing with complaints and follow the Complaints Policy and Procedure should a complaint arise. The named Local Governor who is responsible for this policy is named on the cover page for this policy.
- 3.3 The Principal is responsible for ensuring that working arrangements allows for the full implementation of the RSE policy, that all employees are aware of the policy and related procedures and comply with legal requirements. The Principal shall ensure that;
 - 3.3.1 RSE is taught consistently across the academy
 - 3.3.2 All statutory elements are delivered
 - 3.3.3 Processes are in place for managing requests to withdraw students from [non-statutory/non-science] components of RSE (See Section 8).
- 3.4 The Principal will also ensure concerns of students and families are listened and appropriately addressed
- 3.5 The Senior Leader responsible for RSE is the named members of staff named on the cover page of this document and will be responsible for the day to day management of the policy and its systems.
- 3.6 The Heads of Year (HoY) have responsibility for implementing the policy on a day-to-day basis in relation their Year Group.
- 3.7 All staff at the Academy are responsible for ensuring their familiarity with and understanding of the RSE policy and apply it fairly consistently when carrying out their duties. In particular, staff are responsible for;
 - 3.7.1 Delivering RSE in a sensitive way
 - 3.7.2 Modelling positive attitudes to RSE
 - 3.7.3 Responding appropriately to students whose parents wish them to be withdrawn
 - 3.7.4 Respecting student views, whether religious or otherwise, that differs from their or those set out in the RSE programme of study.



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- 3.8 Where the policy or related procedures are not understood, it is the responsibility of staff to direct questions to their line manager or HoY in the first instance.
- 3.9 All students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

4. Policy Statement

- 4.1 The planning, organisation and teaching of Relationship and Sex Education has, and will always be, governed by our fundamental principles
- 'Everybody's Welcome' is the heart of the academy
 - As Ladies and Gentlemen of the Norlington family we fulfil our responsibility to make sure "Everybody's Welcome."
 - A relentless focus on keeping our young people safe in an increasing complex world by helping them make wise decisions
 - Ensuring all teaching, including RSE, is age appropriate and respectful of different views, including religious views, avoiding value judgements
 - A recognition that tolerance and respect is coupled with the absolute right to disagree.
- 4.2 As a school we adhere to the principle 'Everybody's Welcome' in line with our duty of promoting tolerance and respect for all in accordance with the Equality Act 2010. This principle makes clear that every member of the Norlington family must make 'Everybody Welcome', irrelevant of race, nationality, religion, gender or sexual orientation. It is through this tolerance and respect that we can, as a school and society, function
- 4.3 The RSE curriculum supports the Academy's students in making positive life choices that will lead to a successful education and a happy, productive adulthood

5. Statutory Requirements

- 5.1 Schools have been instructed to begin teaching of the RSE curriculum from September 2020 onwards and we are on schedule to meet that requirement.
- 5.2 It is also a statutory requirement to consult with parents. The consultation process took place and the outcomes were:
- All parents will be able to view the RSE policy and curriculum on the academy website
 - Parents were supportive of the 'Everybody's Welcome' approach
 - Examples of teaching materials to be made available on the academy website
 - Parental workshops aimed at giving parents greater insight into the RSE curriculum
 - An age appropriate approach will be adopted with the 'Intimate and Sexual Relationships' section of the RSE curriculum will be taught to pupils from the end of year 9, although the majority will be taught in Year 10
 - Curriculum documents detailing when RSE content will be taught will be included on the school website
 - Any external speakers will be expected to work within the 'Everybody's welcome' approach
- 5.3 Norlington School and 6th Form, like all public sector organisations, will adhere to the Public Sector Equalities Duty as part of the Equalities Act 2010, these are to;
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not.
- 5.4 The Public Sector Equalities Duty covers those with 'relevant protected characteristics';
- Age
 - Disability
 - Gender reassignment



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- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation.

6. Delivery of the Curriculum

- 6.1 Most of the RSE curriculum is delivered as part of RS and PSHE provision.
- 6.2 Some strands of RSE is taught by form tutors during dedicated drop-down sessions such as 'Learning Outside the Box' days.
- 6.3 All resources used during RSE lessons are age appropriate, relevant and adhere to the principles set out in Section 2 and 4, applying the 'Everybody's Welcome' approach.

7. RSE Content

7.1 The RSE curriculum has been constructed to ensure it is conducive with our successful ethos while guaranteeing that the provision will be delivered in an appropriate and sensitive manner. For example, 'Intimate and Sexual Relationships' is delivered from the end of Year 9.

7.2 Key Stage 3 Content Examples

- How relationships might contribute to human happiness and their importance for bringing up children
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority, and tolerance of other people's beliefs
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- The concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships.

7.3 Key Stage 4 Content Examples

- What marriage is, including its legal status (e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony)
- The legal rights and responsibilities regarding equality (particularly with references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing.

8. Right of Removal

- 8.1 Parents do not have the right to withdraw their children from 'relationships' education.
- 8.2 Parents have the right to withdraw their children from the non-National Curriculum components of sex education within RSE.
- 8.3 Requests for withdrawal should be put in writing addressed to the Principal.



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- 8.4 Following a request to withdraw a meeting will take place with the head teacher to discuss your concerns and the academy's aim for RSE.
- 8.5 If a final decision is made by parents/carers to withdraw a child from the non-National Curriculum sex education lessons, then alternative work will be provided for the students to complete during these lesson times.

9. Parents and Carers

- 9.1 Parents are the primary educators of their children on matters relating to the social, emotional and spiritual development of their children. Norlington will always look to complement, not replace, this role. This is a fundamental principle of Norlington School and 6th Form and is supported by governments RSE Guidance where the following is stated:
- I. " We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role, and have told us that they see building on what students learn at home as an important part of delivering a good education."
 - II. " The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships."

10. Working with External Agencies

- 10.1 If utilised, the utmost care will be taken that all external visitors to the academy adhere to the principles outlined in [Section 2 and 4](#).
- 10.2 No agency will be invited to promote a viewpoint or particular set of beliefs.
- 10.3 All delivery of lessons considering 'sensitive' issues will be done by Norlington staff.

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Appendix A: RSE Curriculum

Year Group	Section	Examples of what will be taught	Is this currently taught to children at Norlington School as part of PSHE?
Year 7	Families	How relationships might contribute to human happiness and their importance for bringing up children	Yes
		Why marriage is an important relationship choice for many couples and why it must be freely entered into	Yes
		The characteristics and legal status of other types of long-term relationships	Yes
		The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting	Yes
	Respectful relationships, including friendships	The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	Yes
		How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)	Yes
		Practical steps they can take in a range of different contexts to improve or support respectful relationships	Yes
		That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority, and tolerance of other people's beliefs	Yes
		About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help	Yes
	Online and Media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	Yes
		What to do and where to get support to report material or manage issues online	Yes
	*Being Safe	The concept of grooming, coercion and harassment and how this can affect current and future relationships.	Yes
	*Intimate and Sexual Relationship	This will not be taught to Year 7 students as we believe the content does not meet our standard of age appropriateness for this year group.	

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Year 8	Families	How to: <ul style="list-style-type: none"> Determine whether other children, adults or sources of information are trustworthy Judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships) How to seek help or advice, including reporting concerns about others if needed 	Yes
		That there are different types of committed, stable relationships including LGBT relationships	No
		The legal rights and responsibilities regarding equality (particularly with references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	No
	Respectful relationship including friendships	Practical steps they can take in a range of different contexts to improve or support respectful relationships	Yes
		That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority, and tolerance of other people's beliefs	Yes
		The legal rights and responsibilities regarding equality (particularly with references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	Yes
	Online and Media	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online	Yes
		Not to provide material to others that they wouldn't want shared further and not to share personal material which is sent to them	Yes
		How information and data is generated, collected, shared and used online	Yes
	*Being Safe	Students are to be made aware of online grooming and safety measures to withstand this.	Yes
	*Intimate and Sexual relationships, including sexual health	This will not be taught to Year 8 students as we believe the content does not meet our standard of age appropriateness for this year group.	
	Year 9	Respectful relationships including friendships	The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship
Practical steps they can take in a range of different contexts to improve or support respectful relationships			Yes

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		Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	Yes
	Families	What marriage is, including its legal status (e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony)	Yes
		Why marriage is an important relationship choice for many couples and why it must be freely entered into.	Yes
		The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting	Yes
		That there are different types of committed, stable relationships including LGBT relationships	No
	Respectful relationships including friendships	The legal rights and responsibilities regarding equality (particularly with references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	Yes
	Online and Media	Not taught to this year group	N/A
	*Being Safe	The concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships	Yes
	*Intimate and sexual relationships, including sexual health.	This will only be taught to students from the end of year 9 as we believe the content does not meet our standard of age appropriateness for this year group. See Year 10/11 'Intimate and sexual relationships, including sexual health' For details of content.	
Year 10/11	Families	What marriage is, including its legal status (e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony)	Yes
		Why marriage is an important relationship choice for many couples and why it must be freely entered into.	Yes
		The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting	Yes
		That there are different types of committed, stable relationships including LGBT relationships	No
	Respectful relationships including friendships	The legal rights and responsibilities regarding equality (particularly with references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	Yes
	*Being Safe	How people can actively communicate and recognise	No

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		consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)	
*Intimate and sexual relationships, including sexual health.		How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship	Yes
		That all aspects of health can be affected by choices the make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing)	Yes
		The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women	Yes
		That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	Yes
		That they have a choice to delay sex or enjoy intimacy without sex	Yes
		The facts about the full range of contraceptive choices, efficacy and options available	Yes
		The facts around pregnancy, including miscarriage	Yes
		That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)	Yes
		How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing	Yes
		About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	Yes
		How the use of alcohol and drugs can lead to risky sexual behaviour	Yes
		How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment	Yes