Policy Information Sheet

Name of Policy:	**Relationships and Sex Education Policy**
Delegated Authority	☒ Trust Board ☐ Nominated Committee ☐ CEO ☐ CFO ☐Other _____
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1. Rationale

Hartlepool Free School recognises the entitlement of all learners to receive Relationships and Sex Education and Health Education, which is current, meaningful and relevant. Hartlepool Free School promotes and embeds a respect for diversity, encourages a sense of compassion and understanding of others, and a deep respect for human worth and dignity. We recognise and respect every member of the school's culture, religious values and sexual orientation. We also recognise that the advance of modern technology brings with it issues of safeguarding and we are committed to addressing on-line safety in its various forms. We will ensure that relationship, sex education and health education is accessible for all pupils. Delivery and resources will be differentiated and personalised to meet the needs of all pupils, in preparation for adulthood and in line with the SEND code of practice and KCSIE Guidance.

2. Statutory Guidance and Legislation

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. KCSIE Guidance is also considered when writing this policy.

3. Definition

The Sex Education Forum define relationships and sex education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

4. Aims

The aims of relationships education in schools will cover the core themes of 'Relationships', 'Health and Wellbeing' and 'Living in the Wider World'. There is widespread agreement that children and young people need to be able to recognise abusive behaviour and to know how to seek help if they are worried about abuse or experience it. The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'. Hartlepool Free School believes that relationships education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010.

5. The aims of Sex Education:

Hartlepool Free School will provide a sex education programme tailored to the age and the physical and emotional maturity of the pupils. We determine the content of sex education and believe that sex education should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'. We will deliver health education as part of our PSHE curriculum. Health education will enable learners to understand puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle. Relationships education, health education, science and sex education work together to protect

children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

6. Delivery of the RSE Curriculum

Hartlepool Free School promotes a whole school approach to the delivery of RSE and Health Education.

The curriculum will be delivered through the following themes:

- Relationships
- Health and Wellbeing
- Living in the Wider World

6.1. Key Stage 2

During Key Stage 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) and Key Stage 1 to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

6.2. Key Stage 3

At Key Stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

6.3. Key Stage 4

At Key Stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

The KS1 – 4 curriculum will be developed through the following topic areas:

Section	Key Stage 1 and 2 Topic areas	Key stage 3 and 4 Topic areas
Self Awareness	• Things we are good at • Kind and unkind behaviours • Playing and working together • People who are special to us • Getting on with others	• Personal strengths • Skills for learning • Prejudice and discrimination • Managing pressure

Self Care, Support and Safety	• Taking care of ourselves • Keeping safe • Trust • Keeping safe online • Public and private	• Feeling unwell • Feeling frightened/worried • Accidents and risk • Keeping safe online • Emergency situations • Public and private • Gambling
Managing Feelings	• Identifying and expressing feelings • Managing strong feelings	• Self-esteem and unkind comments • Strong feelings • Romantic feelings and sexual attraction
Changing and Growing	• Baby to adult • Changes at puberty • Dealing with touch • Different types of relationships	• Puberty • Friendship • Healthy and unhealthy relationship behaviour • Intimate relationships, consent and contraception • Long-term relationships/ parenthood
Healthy Lifestyles	• Healthy eating • Taking care of physical health • Keeping well	• Elements of a healthy lifestyle • Mental wellbeing • Physical activity • Healthy eating • Body image • Medicinal drugs • Drugs, alcohol and tobacco
The World I Live In	• Respecting differences between people • Jobs people do • Rules and laws • Taking care of the environment • Belonging to a community	• Diversity/rights and responsibilities • Managing online information • Taking care of the environment • Preparing for adulthood • Managing finances

7. Partnerships with parents and carers

Hartlepool Free School recognises that parents and carers are crucial to the success of the RSE programme and is committed to providing information about what is provided and accessible opportunities to comment on policy and practice.

Parents will retain the right to withdraw their child from sex education at primary and secondary school. A change brought in by the new guidance is that young people can opt into sex education from 3 terms before their 16th birthday. Parents will not have the option to withdraw their children from relationships education or health education. Schools are advised to keep a record of the process of dialogue with parents relating to requests to withdraw from sex education. If you wish to withdraw your child from sex education please speak to your child's Tutor.

8. Confidentiality, safeguarding and child protection

Everyone involved in RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with learners through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality and will report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy.

9. Assessing, recording, reporting and monitoring pupils' progress

We will ensure that assessment opportunities are built into the RSE programme and that RSE is assessed on skills and attributes as well as knowledge. Regular opportunities will be provided to enable learners to reflect on their work and learning. Learner progress will be tracked by an individual's Tutor and will link with the schools' tracking of PSHE. We will ensure that parents and carers are provided with feedback and information about pupils' learning in RSE. The curriculum will be quality assured in a variety of ways including learning walks, safeguarding drop ins, lesson observations, planning and work scrutinies. This will be done as part of the schools' ongoing QA cycle by the SLT.

10. Roles and responsibilities

10.1. Learners

Learners are expected to participate at their own level of engagement in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

Alternative work, which focuses on values and self-esteem will be given to pupils who are withdrawn from SRE.

10.2. Delivery staff are responsible for:

- Delivering RSE and health education in a sensitive way;
- Differentiating and personalising delivery to the needs of the individual;
- Modelling positive attitudes to RSE and health education;
- Monitoring and tracking of progress;
- Responding to the needs of individual pupils and issues as they arise;
- Responding appropriately to pupils whose parents or carers wish them to be withdrawn from the sex education components of RSE and health education;
- Take responsibility to attend regular CPD to ensure they are confident and have up to date knowledge and understanding;

10.3. Senior Leadership Team

The Senior Leadership Team (SLT) are responsible for ensuring that RSE and health education is taught consistently across the school, and for managing requests to withdraw pupils from sex education. The SLT will provide regular access to training and development to ensure that they are confident in their subject knowledge and delivery.

10.4. Trustees

The Trust Board will approve the RSE policy and hold the Senior Leadership to account for its implementation.

11. Policy Review

This policy will be reviewed by the Board every 2 years or sooner should legislation change.

12. Links to other Policies/Curriculum

- Health and Safety
- British Values
- Child Protection and Safeguarding
- Anti Bullying
- Equalities Policy
- PSHE/RSE whole school curriculum plan
- SMSC Policy