The Petchey Academy
Inspiring & supporting every child

Relationships and Sex Education Policy

Document Owner:	Laura Nichols
Learning Centre:	Human Spirit

Implementation date:	01.02.18
Version:	4.0
Policy history:	

Related policies:	Inclusion policy
	Professional conduct policy
	External speaker policy
	Safeguarding policy
	Curriculum outline policy
	Parental engagement policy
	SMSC policy

Distribution:

Name	Department/Organisation
Petchey Academy Board of Governors	Directly for approval
All Petchey Academy Employees	Via the eXchange
All external stakeholders	n/a

(The academy can make this policy available in Turkish also, on request.)

Change history:

Version	Name	Date	Changes	Committee Sign Off	Date
1.0	J. Rainey	05.03.11	n/a	Approved	05.03.11
2.0	J Eales-White	18.04.13	Updated and reviewed	Governor approval	18.04.13
3.0	F Dyke	27.02.14	Updated and reviewed	Governor approval	27.02.14
4.0	L Nichols and J Blunden	1.2.18	Updated and reviewed	ECM	13.03.18

Policy Review:

Review of impact against the aims of policy: Ofsted graded the academy in 2015 as having outstanding practice in safeguarding (as part of the judgment on behaviour and safety). Rigorous and well-planned relationships and sex education can be considered an important part of safeguarding. This updated policy reflects changes to legislation and our curriculum design. It also provides greater clarity for staff, parents and students on rights to relationship and sex education.
Do there appear to be any patterns of equality related issues: There is no pattern in the students who are withdrawn from RSE by parents. **If yes, please provide an Equalities Impact assessment (if relevant):**
Please use the screening questions to ascertain the need for a Privacy Impact Assessment The policy requires the processing of personal data and is in accordance with the academy's Data Protection Policy and related policies.

New Policy: No	PIA Screening Completed: Yes	Full PIA Required: No
Reviewed by: L Nichols	Date: 11.02.18	

Next Review Date:	February 2020

CONTENTS

1. INTRODUCTION

This policy has been created to promote a systematic, consistent and positive approach to relationships and sex education. Our curriculum responds to the needs of our students and prepares them for issues relating to RSE in the 21st Century. Online safety forms a key part of the RSE curriculum. The curriculum is planned and delivered using guidance from the PSHE Association as well as Hackney Learning Trust.

This policy makes clear the academy's commitment to the development of best practice to ensure that all provision regarding relationships and sex education is handled sensitively, with up-to-date information and in accordance with our duty to safeguard children.

1.1. Purpose

The aims of relationships and sex education (RSE) at our academy are to:
- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Teach students the correct vocabulary to describe themselves and their bodies;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Provide students with up-to-date information which allow students to make informed and safe decisions;
- Provide students with the opportunity to discuss complex decisions regarding relationships and sex;
- Teach students their rights regarding consent;
- Promote future well-being;
- To safeguard students against harm from adults and peers.

1.2. Scope

This policy applies to all adults within the academy community including governors, staff, visitors and volunteers.

1.3. Equality analysis

1.3.1. Needs of students

The academy does not collect equality data in relation to RSE due to its sensitive nature. When planning RSE provision, the needs of different groups of students are considered. This includes, but is not limited to, students with disabilities, students with additional learning needs and students from different ethnic backgrounds.

1.4. Definitions

RSE is about the emotional, social, 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.

1.5   Legislative Context

Academies do not have to follow the national curriculum and as such, are not obliged to teach RSE.

If academies do teach RSE, they are required by their funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

It is worth noting that the government is due to publish an update to guidance for schools that will make RSE compulsory. This is due to be published this year and will come into effect from September 2018.

1.6   Health & Safety Implications

The RSE policy has health and safety implications. It is concerned with protecting children from harm in relation to RSE. This policy should be read alongside the academy's health and safety policy.

2. POLICY

2.1. Principles

The Petchey Academy endorses and fully supports the entitlement of all students to receive appropriate age-related education in Sex and Relationships.

It is anticipated that all students will participate in RSE provision as an important part of preparing students for adult life.

2.2   Education- students

The wider aims of RSE provision at The Petchey Academy are:

- To have the confidence and self-esteem to value and respect themselves and others, including giving and seeking consent.
- To understand about the range of relationships, including the importance of those who are responsible for the care and support of children.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To be able to name parts of the body and describe how their bodies work.
- To be prepared for puberty and beyond by recognising changes in their mind, body and feelings.
- To understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To understand the role the media plays in forming attitudes and the role of social media in perpetuating negative and positive stereotypes and behaviours.
- To understand how safe routines can reduce the spread of viruses including HIV and other sexually transmitted infections.
- To be aware of the legal frameworks regarding sex, in particular the relevance of "sexting" (sending sexually explicit verbal or photo messages) as illegal as it is a form of distributing child exploitation.

The DfE is currently reviewing and updating the national requirements of RSE and this draft is expected by September 2018. This will then inform the RSE curriculum moving forward.

2.3 Education- Parents/carers

The academy believes that parents and carers play an essential role in the education of their children and in the monitoring and regulation of their children's behaviours. We recognise that many parents and carers have only a limited understanding of risks relating to RSE, with particular consideration to online elements. The academy will seek to provide information and awareness to parents and carers through:

- Curriculum activities
- Newsletters and the academy website
- Parents evenings and forums
- High profile events/campaigns.

2.4 Training staff and volunteers

It is important that all staff receive training and understand their responsibility to work within the aims listed above. Training will be offered as follows:

- A planned programme of RSE training will be made available to staff through our teaching and learning days and twilight sessions.
- NQTs joining the academy will receive training in how to deliver PSHE.
- Staff will be given opportunities to review resources and attend 'resource drop-ins' ahead of planned drop down days.

3. GOVERNANCE REQUIREMENTS

3.1 The role of the Governors

The governing board will approve the RSE policy, and hold the Principal to account for its implementation.

3.2 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. The principal may choose to delegate some of this responsibility to key staff in the academy.

3.3 The Lead for PSHE and the senior leader responsible for Curriculum

The Lead for PSHE is responsible for researching, liaising with external agencies and planning the RSE provision. The Lead for PSHE is responsible for communicating the RSE curriculum intent with staff. The Lead for PSHE is responsible to evaluating the provision, including gathering staff and student voice. In all the above, the Lead for PSHE will work with and be guided by the senior leader responsible for Curriculum. The Lead for PSHE will share evaluations with the Leadership Group as appropriate.

3.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way that ensures the safety and welfare of their students.

- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Reporting any safeguarding concerns that arise as a result of RSE provision.

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.

3.5 Students
Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

4 IMPLEMENTATION

4.1   Implementation / Communication Plan

The RSE policy is a document that is applicable to all staff and forms part of the academy's wider safeguarding procedures.

New staff will receive induction on the policy and the procedures from their direct line manager and also through whole academy training programmes. The academy will provide training on the RSE policy as appropriate through teaching and learning days.

4.2   Exceptions to this Policy

4.2.1   Withdrawing a student from SRE provision.

A student cannot be withdrawn from sex education where this is taught in the Science National Curriculum. Hence students who are withdrawn from PSHE /SRE lessons will still receive biological information but not taught in the context of relationships. This will change in accordance with statutory changes in September 2018.

In the instance that the right to withdrawal is exercised, parents/carers should be made aware that RSE could arise naturally from class discussion.

Children whose parents/carers exercise their right to withdraw them from RSE will be temporarily transferred to an alternative class / private study which may not always be supervised by a member of teaching staff, depending on the level of available staffing.

Parents are informed of drop down RSE days via the parent bulletin prior to the day. This informs parents of intended outcomes for the day as well as the offer of the right to withdraw. Parents wishing to withdraw their child should do so in writing to the Principal.

4.3   Supporting documentation

This document is supported by the annual overall PSHE curriculum plan, which is regularly updated and saved in the PSHE folder in the R drive.

5 PRIVACY IMPACT ASSESSMENT

Screening questions

When creating or updating a policy or procedure, please check through the following screening questions and complete the Data Protection box at the start of the document:

Question	Yes	No	Unsure
1. Will the policy/procedure involve the collection of information about individuals?		X	
2. Will the policy/procedure compel individuals to provide information about themselves?		X	
3. Will information about individuals be disclosed to organisations or people who have not previously had routine access to the information?	X		
4. Are you using information about individuals for a purpose it is not currently used for, or in a way it is not currently used?		X	
5. Does the policy/procedure involve you using new technology which might be perceived as being privacy intrusive? For example, the use of biometrics or facial recognition.		X	
6. Will the policy/procedure result in you making decisions or taking action against individuals in ways which can have a significant impact on them?		X	
7. Is the information about individuals of a kind particularly likely to raise privacy concerns or expectations? For example, health records, criminal records or other information that people would consider to be particularly private.		X	
8. Will the policy/procedure require you to contact individuals in ways which they may find intrusive?		X	

If the policy is new or requires a substantial change to data processing then a full PIA must be completed. Template stored in Privacy Impact Assessment - GUIDE 2018.docx