



Trafford Alternative Education Provision

# **Relationships and Sex Education Policy**

**[2023]**

Policy Name:	Relationships and Sex Education Policy
Policy Number:	31
Date of Approval:	September 2023
Review Date:	September 2024
Person Responsible:	Linda Thompson Executive Headteacher
Approved By:	Linda Thompson Executive Headteacher
For Action By	Senior Leadership Team
For Information to:	All Staff Parent/Carer(s) Pupils



## **Trafford Alternative Education Provision**

### **Our Mission Statement:**

Trafford Alternative Education Provision is committed to providing....

A 21<sup>st</sup> Century education that promotes the academic, emotional and social development of our students. Our aim is to create a holistic, nurturing and inspiring environment where students are supported and encouraged to take charge of their lives, their learning and their decisions. Every student will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.

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## 1. Aims

The aims of the RSE programme closely mirror the aims of the broader PSHE curriculum:

- To help all students develop as individuals in a wider society
- To understand their relationships with others
- To understand themselves physically, emotionally, socially and sexually
- 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Learning about relationships and sex should be:

- an integral part of the lifelong learning process, with agreed aspects beginning in early childhood and continuing throughout adult life
- an entitlement for all boys/girls and non-binary ;
- an entitlement for those who are heterosexual or LGBT;
- an entitlement for those with physical, learning or emotional difficulties; and those with a religious or faith tradition
- an entitlement for everyone whatever their background, community or circumstance
- an entitlement for provided within a holistic context of emotional and social development throughout the school community

At TAEP we are statutorily required to explore lifestyle choices our students may wish to make and, having made those choices we are required to develop appropriate language, strategies and skills that they may need to stay healthy and safe. The diversity of the needs in the school, coupled with the additional vulnerability of our students mean the range of learning experiences should include:

- laying foundations of understanding about growth and change and respect for one another
- Preparation for the changes of puberty, including menstruation (the onset of which can be confusing or even alarming for girls if they are not prepared).
- body knowledge
- understanding about sexual health, managing fertility and avoiding infection (as appropriate to the individual students'

## 2. Statutory requirements

As a Pupil Referral Unit, we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to look at the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

- RSE is about the emotional, social and 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.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. Key Stage 4 students follow ASDAN PSHE short course

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media

- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Cross-curricular links**

The programme is committed to relevant learning across the curriculum including links with Citizenship or Religious Education on matters such as abortion and same-sex relationships. There are direct links with the ICT/Computing curriculum raising awareness of the personal risks associated with the use of technology, including emotional and physical wellbeing, safety and protecting a personal reputation as well as exploring the law as it pertains to downloading of images and information and exploring safe ways of sharing personal information, social networking, online dating and sharing images,

## **8. Safeguarding**

If we have any reason to believe a student is a risk, we are required by law to refer the matter to the school's DSLs, (Designated Safeguarding Leads), who will take over the management of the process.

## **9. Confidentiality, controversial and sensitive issues**

The school cannot offer unconditional confidentiality. In any case where safeguarding procedures are followed, the school will ensure that the young person understands, that if confidentiality has to be broken, they will be informed first. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student.

## **10. The Law**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion

- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM) 9

## 11. Roles and Responsibilities

### 11.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

### 11.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

### 11.3 Staff

Whilst all school staff have overall responsibility for RSE, the RSE curriculum will be taught by class teachers. All of those who deliver RSE will regularly update their knowledge and expertise incorporating the support of other professionals including the school nurse, local sexual health services, and safeguarding professionals. Additional targeted INSET will regularly be available to all staff.

When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the development of the rest of the students, the question may be dealt with individually at another time.

Staff are responsible for:

- Delivering RSE in a sensitive way
- 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/non-science] components of RSE
- 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 headteacher.

You must include names/roles of those responsible for teaching RSE in your school.

### 11.4 Pupils



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

## **12. Parents' right to withdraw**

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## **13. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **14. Monitoring arrangements**

The delivery of RSE is monitored by Jasmin Boyes through: planning/ work scrutiny, learning walks and drop ins

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

## Appendix 1: RSE programme outline

Our programme covers:

- the law (see separate section)
- equality in relationships
- sexual consent
- the importance of seeking and gaining mutual consent through positive and active communication, and go beyond teaching how to say 'no'
- students will be taught how to identify behaviour in a relationship which is positive and supportive and that which is exploitative and controlling.
- understanding the impact of a culture that reinforces stereotyped and gendered expectations for both boys and girls, including blaming victims for the abuse they experience and other cultural norms and negative stereotypes that they experience and observe.
- the skills for negotiating consent and managing the feelings associated with their experiences, and how to seek help and support if they need it
- relevant visual cues and role play
- learning that one's body belongs to oneself and that only we can say who has access to it. (ie 'public and private'). This is a key element in a school's approach to safeguarding.
- respecting boundaries (public and private) – their own and other people's – helps children to understand the need to obtain consent and that everyone has the right to offer or withhold their consent for any activity, sexual or otherwise
- learning the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding
- opportunities for students to discuss and explore sexual orientation choices in a safe environment; LGBT, heterosexual or questioning in terms of those exploring their sexual identity.
- being open and honest about the words for genitalia will support girls at risk of female genital mutilation (FGM).

**Appendix 2: By the end of secondary school pupils should know**

Topic	Pupils should know	Links to the ASDAN PSHE Short Course
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their 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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>	<p><b>Module 8: Families and parenting</b></p> <p><b>Section A Challenge 1</b> Recognise different sorts of relationships and concepts of family; understand the legal status of different relationships Session plan, Different types of relationships resource sheet</p> <p><b>Section A Challenge 3</b> Explain the concept of forced marriage Session plan, Forced marriage PowerPoint, Question prompt cards</p> <p><b>Section A Challenge 4</b> Recognise the roles and responsibilities of parenting Session plan, What makes a good parent? resource sheet</p> <p><b>Section A Challenge 5</b> Understand the impact that being a parent can have on your lifestyle Session plan, Baby things</p>

Topic	Pupils should know	Links to the ASDAN PSHE Short Course
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>	<p>Module 7: Respectful relationships</p> <p>Section A Challenge 1</p> <p>Show how to develop healthy relationships across cultures and society</p> <p>Session plan, Discrimination definitions resource sheet, Discrimination scenario cards</p> <p>Section A Challenge 2</p> <p>Recognise how to manage emotions in different relationships</p> <p>Session plan, Expressing emotions sort cards</p> <p>Section A Challenge 3</p> <p>Understand what makes for healthy and unhealthy relationships</p> <p>Session plan, Healthy and unhealthy relationships resource sheet</p> <p>Section A Challenge 4</p> <p>Explain the concept of consent in a variety of contexts</p> <p>Session plan, Consent definitions resource sheet, Quiz – consent – true or false</p>

Topic	Pupils should know	Links to the ASDAN PSHE Short Course
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>	<p>Module 3: Social media Section A Challenge 1</p> <p>Understand why it is important to develop digital resilience</p> <p>Session plan, Mobile phone use survey, Phone use scenario cards, Internet safety sort cards Section A Challenge 2</p> <p>Understand how media stereotypes or manipulated images adversely affect body image and self-esteem</p> <p>Session plan, Body image and self-esteem PowerPoint, Barometer activity tutor notes, Body image and self-esteem question cards Section A Challenge 3</p> <p>Identify harmful behaviours online; understand how to report it and access support if you have been affected by those behaviours</p> <p>Session plan, Cyberbullying</p>

Topic	Pupils should know	Links to the ASDAN PSHE Short Course
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>	<p>Module 6: Sexual health Section A Challenge 4 Understand the moral responsibilities when seeking consent and the importance of respecting and protecting an individual's right to give, not give, or withdraw consent</p> <p>Session plan, Consent PowerPoint Section A Challenge 5</p> <p>Understand the legal consequences of failing to respect an individual's right to give, not give, or withdraw consent</p> <p>Session plan, Tenzin and Jordan story PowerPoint, Consent steps activity tutor notes Module 7: Respectful relationships Section A Challenge 4</p> <p>Explain the concept of consent in a variety of contexts</p> <p>Session plan, Consent definitions resource sheet, Quiz – consent – true or false</p>

<p>Intimate and sexual relationships, including sexual health</p>	<p>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</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p>	<p>Module 6: Sexual health Section A Challenge 1 M Understand the impact of sexually transmitted infections (STI's) and how to minimize their transmission</p> <p>Session plan, Sexual activity definitions sort cards, STI's resource sheet, Tom and Olivia's story PowerPoint Section A Challenge 2</p> <p>Understand the advantages and disadvantages of different methods of contraception, including protection from STI's</p> <p>Session plan, Contraception sort cards, Contraception summary resource sheet, Contraception scenarios resource sheet Section A Challenge 3</p> <p>Understand how to access emergency contraception and the time frame within which it can be effective</p> <p>Session plan, Sara's story PowerPoint, Emergency contraception fact cards Module 7: Respectful relationships Section A Challenge 4</p>
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Topic	Pupils should know	Links to the ASDAN PSHE Short Course
	<p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>	<p>Explain the concept of consent in a variety of contexts</p> <p>u Session plan, Consent definitions resource sheet, Quiz – consent – true or false</p> <p>Module 8: Families and parenting Section A Challenge 7</p> <p>M Understand the options available in the event of an unplanned pregnancy</p> <p>u Session plan, Unplanned pregnancy PowerPoint, Question prompt cards, Abortion and the law resource sheet</p>



**Appendix 3: Parent form: withdrawal from sex education within RSE**

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom