

Relationships and Sex Education Policy

Local Appendix

Queen Elizabeth's Academy

February 2024

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Associated documents:			
Local Academy Related Policies and Appendices <ul style="list-style-type: none"> Local Academy Online Safety Appendix Local Academy RSE (Relationships and Sex Education) Policy Local Academy Safeguarding, Child Protection and Low Level Concerns Appendix 		Trust Related Policies and Appendices <ul style="list-style-type: none"> Diverse Academies Online Safety Policy Diverse Academies Safeguarding, Child Protection and Low Level Concerns Policy Diverse Academies Concerns and Complaints Policy 	
Links to:			
Link to all Diverse Academies Policies https://www.diverseacademies.org.uk/about-us/policies/			
Link to all Local Academy Appendices https://www.queenelizabeths-ac.org.uk/our-academy/policies/			
HM Gov Equality Act 2010: https://www.gov.uk/guidance/equality-act-2010-guidance			
DfE Keeping Children Safe in Education 2021 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf			
HM Gov Working Together to Safeguard Children 2023 Working together to safeguard children 2023: statutory guidance (publishing.service.gov.uk)			
HM Gov Special Education Needs and disability Code of Practice: 0 to 25 Years: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf			
Diverse Academies Concerns and Complaints Policy: Concerns and Complaints Policy HM Gov Education and Inspections Act 2006: https://www.legislation.gov.uk/ukpga/2006/40/contents			
DfE Relationships Education, Relationships and Sex Education and Health Education Guidance Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)			

1 Policy Appendix Statement

This is a local policy appendix providing additional local context to the overarching Diverse Academies Relationships and Sex Education Policy.

The trust policy, and academy appendices, adhere to the latest guidance found in the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE Sept 2021).

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.” (Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE Sept 2021)).

Inspired by Luke 10:29 – 37 we give our all to all in appreciation to God who gave his all in Jesus, offering learning without boundaries and care without limits so that all our students can experience life in all its fullness.

These protocols will ensure that our students receive the support, both from within school and outside of school, that they rightly deserve. Allowing our students to flourish, be safe, and be respected in a secure and nurturing environment that promotes togetherness, truthfulness and empathy.

1.1 Purpose

- To support the Trust RSE policy with information specific to Queen Elizabeth’s Academy.
- To provide clarity on RSE statutory obligations

1.2 Aims

- To establish the roles and responsibilities with regard to RSE
- To ensure that parents know what content is taught and what their rights for withdrawing their children from sex education are

2 Roles and responsibilities

The Governing Body

- Review any amendments or updates to this policy appendix
- Set the framework for the development of this policy appendix in conjunction with the Principal, the Diverse Academies RSE Policy and national guidance

The Principal and Senior Leadership Team

- Consult with the Trust in setting the framework for development of the RSE Policy
- Set the framework for this local appendix and communicate this to staff, parents / carers and students
- Take responsibility for the quality and development of RSE including adapting the content to suit the needs of the pupils and the context of the local community
- Plan, manage and operate training and line management to develop staff knowledge, understanding and skills
- Ensure that operations involve regular publicising of the details of helplines and websites
- Manage requests to withdraw students from [non-statutory/non-science] components of RSE

Staff

- Refer to the trust vision “to inspire, to raise aspirations and to create brighter tomorrows as well as ‘we empower, we respect, we care’ (Diverse Academies core values) and the academy Christian vision and values.
- Articulate and follow the academy behaviour expectations, systems, and procedures
- Promote the British Values of respect, tolerance, and the rule of Law
- Provide a secure, orderly, healthy, and safe environment for children
- Consider pupils views and concerns, ensuring that they receive fairness of treatment
- Promote good and appropriate behaviour through purposeful, enjoyable learning because of well-planned and delivered lessons in well-managed classrooms
- Expect students to engage maturely in RSE lesson content and respond proportionately and appropriately to any poor attitudes to learning
- When spontaneous discussion arises that risks emotional reactions, staff are expected to support effective and safe discussion of issues and also to protect vulnerable students and those who feel uncomfortable.
- If staff feel uncomfortable with any RSE delivery they should inform their line manager who will support and liaise through line management pathways to support as is reasonable
- Where visitors are involved in the delivery of PSHE, ensure that:

- the visitor understands the academy's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the students involved, including where there may be a specific issue relating to child protection

Students

- Show due regard for the emotional and physical wellbeing of all students and staff
- Understand that all students are entitled to be treated kindly and without discrimination
- Engage maturely in PSHE lesson content
- Support and show understanding to staff

Parents / carers

- Encourage their children to engage positively
- Work in partnership with the academy and follow process if there are concerns about RSE content

3 Local Academy delivery of Relationships and Sex Education (RSE) within Personal, Social and Health Education (PSHE)

Relationships Education has been compulsory in all primary schools since 2020– Delete for Secondary Academies

Relationships and Sex Education (RSE) has been compulsory in all secondary schools from 2020. – Delete for Primary Academies

PSHE education was already compulsory in independent schools so Health Education as well as other PSHE topics are not new requirements in Queen Elizabeth's Academy.

The RSE curriculum is organised in a spiral which develops themes/topics taking into account the age and maturation of the students. This means that topics are revisited in greater detail as students get older. Lessons are delivered to mixed-ability teaching groups.

RSE is delivered by tutors, one hour per week.

QEA believes in a whole-academy approach and contributions can be made by different curriculum areas. All teaching is reinforced by the general ethos of the academy in

creating a supportive environment for all students. Students are regularly informed of who can offer confidential support and where they can access sexual health services.

Across all key stages, students will be supported with developing the following skills:

- communication (including how to manage changing relationships and emotions);
- recognising and assessing potential risks;
- assertiveness;
- seeking help and support when required;
- informed decision making;
- self-respect and empathy for others;
- recognising and maximising a healthy lifestyle;
- managing conflict;
- discussion and group work.

Any parent wishing to withdraw their child from any particular element of sex education should follow the process detailed at section 23 of the Trust RSE policy. This involves writing to the Principal then meeting with the Principal to provide an opportunity for parents/carers to explain reasons for withdrawal and the headteacher to explain the benefits of the education.

4 Safeguarding

The classroom is not a confidential place to talk and students will be reminded of this.

However, the nature of PSHE content means that pupils may disclose personal information that teachers will respond to proportionately and appropriately with due regard to the trust Safeguarding and Child Protection Policy. RSE lessons have established “ground rules” that are revisited each lesson.

5 Visitors

Sometimes external staff are recruited to deliver or support delivery of PSHE.

Any visitor to the academy delivering PSHE content will be bound by the trust’s policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We acknowledge that sensitive and potentially difficult issues will arise in PSHE delivery as students will naturally share information and seek answers.

Primarily, lessons will be delivered by academy teachers. However, when appropriate, we may use visitors from external agencies or members of the community to support the delivery of PSHE. A member of academy staff will be present throughout these sessions. Schools are responsible for ensuring that speakers, tools and resources do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

6 Complaints

Queen Elizabeth's Academy always seeks to resolve any dissatisfaction or concerns with regard to behaviour through the teaching staff. If there are further concerns please refer to the Diverse Academies Concerns and Complaints Policy.

Allegations made by pupils against staff, will be dealt with in accordance with the Safeguarding and Child Protection Appendix and through the LADO (Local Authority Designated Person) at Nottinghamshire County Council. Allegations that are made that are found to be false, could lead to serious consequences and will be dealt with proportionately and appropriately.

7 Review of the policy and appendix

This appendix is scheduled for review annually, in the summer term, to reflect any further legislative or guidance changes.