CAVENDISH
EDUCATION

Trinity School

Relationships and Sex Education Policy

Trinity puts children's rights at the heart of our provision in order to improve well-being and develop every child's talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.
This policy promotes Article 29: your education should help you to use and develop your talents and abilities. It should help you learn to live peacefully, protect the environment and respect other people; Article 17: you have the right to get information that is important to your well-being.

Pupils' personal development and welfare are outstanding. The school provides exceptionally well for the individual needs of pupils. [Ofsted 2017]

Relationships and Sex Education (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.

Trinity will follow best practice by ensuring that the personal beliefs and attitudes of teachers will not influence their teaching of RSE lessons.

This policy is based on the following key documents:

- Sex and relationship Guidance (SRE) for the 21st Century: Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000).
- Multi-agency practice guidelines: Female Genital Mutilation (2014). –
- DCSF Sex and Relationships Guidance (0116/2000).
- The Equality Act 2010 and schools (DfE 2014b).
- Keeping Children Safe in Education, 2014a).

The statutory requirement that schools should encourage pupils' SMSC development was first included in the Education Reform Act 1988. The Act began as follows:

> *'The curriculum for a …… school (must be) a balanced and broadly based curriculum which — (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and (b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.'*

The Department for Education state that there is a need

> *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."*

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014.

Trinity recognises that as well as promoting the highest standards in teaching and learning, Trinity School is committed to providing opportunities for all young people to develop the character and resilience they need to succeed in modern Britain.

Trinity aims to prepare learners for their futures providing them with strategies in order that they can access a range of opportunities, respond well to a range of life challenges and develop skills which will empower them to fully take part in a learning, training, living and/or working community.

Introduction

The aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Addressing Relationships and Sex Education has three main elements enabling pupils to:

- Explore their own and other peoples' attitudes and values.
- Develop and practice personal and social skills.
- Increase their knowledge and skills.

The Relationships and Sex Education (RSE) policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the under-pinning values and to deliver an effective programme that meets the needs of our pupils.

Trinity explores/teaches RSE within the following moral and values framework based on the following principles:

- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- The right of people to hold their views within the boundaries of respect for the rights of others.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- An awareness of the way another person feels.
- The value of stable loving relationship.
- Mutual support and co-operation.
- Honesty and openness.
- Self-respect.

The Programme of Study

Trinity School considers the needs of different groups within the school. (Boys and Girls, varying home backgrounds, Sexuality, SEN, LAC, Faith, Ethnicity and Culture etc). The programme is differentiated at point of delivery by trained SEND specialist staff, so that it is appropriate to pupils age, ability, gender and maturity.

We aim to ensure all pupils are treated fairly, with no discrimination or bullying on grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT) and any other groups, however they choose to identify. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

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

Trinity delivers the RSE programme through:

- Timetabled lessons
- External agencies used where appropriate to enhance programme.

Trinity teaches RSE through:

Delivery across the curriculum e.g. biological aspects through the Science curriculum and other aspects through English, Drama, Geography and as appropriate.

- Including and compromising but not limited to; quizzes, case studies, research, role play, video and small group discussion.
- A wide range of teaching methods can be used to enable students to actively participate in their own learning.
- Embedding within the PSHE Curriculum at a whole school level.

- Enhanced collapsed timetable days.
- PSD lessons

The PSHE Association's Programme of Study document covers the key concepts, skills and topics at different key stages which should be covered as part of a comprehensive programme.

https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=495

See Appendix 1 for details

Parents' right to withdraw

In Key Stage 2

- Parents do not have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Requests for withdrawal should be put in writing and addressed to the Head of School, Mrs Rebecca Kennedy.
- Alternative work will be given to pupils who are withdrawn from sex education.

In Key Stage 3 and 4

- 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 and addressed to the headteacher.
- A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School, Mrs Rebecca Kennedy will discuss the request with parents and take appropriate action.
- Alternative work will be given to pupils who are withdrawn from sex education.

Working towards recognition of achievement

The Accreditation

Learners will complete projects in order to provide evidence for external moderation of the

- ASDAN Bronze, Silver and Gold
- ASDAN Short Course PHSE
- ASDAN Short Course RSE

Updated frameworks and specifications for these courses are available in the School and College to support the work across all key stages. Evidence of achievement is

held on the Internal Quality Assurance Tracking system within Trinity and also in the learners own Records of Achievement.

Expectation of all Teaching and Teaching Assistant Support
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.

All teachers and teaching assistants within Trinity School must achieve the highest levels of training and development in the area of Safeguarding knowledge and understanding in order to support the RSE programme for learners.

The accreditation programme through ASDAN is subject to the Internal Quality Assurance Policy and Procedure which must be followed by all assessors within Trinity.

Training and Development to support the Accreditation programme
All teachers and teaching assistants will be provided with tutorial support from the Internal Quality Assurance team [see IQA Policy] within the school with respect to planning for assessment, and final assessment. Standardisation work will be completed with teachers within the Curriculum Policy to ensure that high standards of teaching, learning and assessment.

The Learning Environment
Trinity is committed to using a range of educational and community environments in order to provide access to a rich and engaging curriculum for life. The Curriculum Policy provides further information about the range of the curriculum. The Learning Outside the Classroom (LOtC) Policy provides guidance on our commitment to LOtC.
LOtC is an essential part of the learning process for all learners, and a range of LOtC experiences are offered at all levels and across all subject areas. LOtC activities must be fully inclusive, frequent, continuous and progressive, with specified learning outcomes. Learners should be involved in follow up work in lessons. Links should be made between different curriculum areas to achieve cross-curriculum learning outcomes.

Trinity values its relationships with community organisations which support the educational provision and experience and would like to recognise this within this policy:

- Squirrels Horse Riding School
- Huguenots Museum for Art and History Projects
- Anne Frank Trust – Ambassador Programme and supporting History, Citizenship
- British Legion – Rochester and Stroud supporting History, Curriculum for Life
- AcSEED – Supporting Emotional Wellbeing
- ASDAN – Supporting Projects within the School
- Therapy Garden - Supporting Land-based and Emotional Intelligence
- John Nike Leisuresport – Chatham Ski & Snowboard Centre Alpine Park supporting work experience
- Bridgewood Manor Hotel supporting work experience and shadowing
- Kent Film Office supporting Media Studies
- Topps2Toe Hair and Beauty – Supporting work experience and shadowing
- QHOTELS – Supporting work experience
- Rochester Cathedral – Supporting the Curriculum for Life, PSE, Art and Design, History and Religious Education.
- Medway Park Leisure Centre – Supporting Physical Education and Expressive Arts
- Little Fish Theatre – theatre which supports the development of skills for life
- The UK German Connection – an organisation which promotes German and English links in a spirit of reconciliation, acceptance and tolerance.
- Designed by Esther – supporting Art, Design and Presentation.
- Karen Scott at Future Coders, a university lecturer working with ICT teachers to improve subject knowledge of Coding and also working with learners.
- Dynamics, a company outsourced via the Medway Music Hub to support our Music provision.
- SB Hair & Beauty Academy – supporting the development of the Level 2 hairdressing course for Mirror Image, Trinity.
- Wildwood (LOtC Quality Badge Holder) – supporting learning in a range of subject areas including Psychology, Personal and Social Development.
- Mid Kent College to support subject areas including Media and Coding

Kieren Martin, Deputy Headteacher, School

Date: September 2020
Review Date: September 2021

Ratified

Appendix 1:

This appendix provides an overview what students should be and by when, full details of this can be found using the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

By the end of Key Stage 2 pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
	• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
	• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
	• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
	• How to recognise and report feelings of being unsafe or feeling bad about any adult
	• How to ask for advice or help for themselves or others, and to keep trying until they are heard
	• How to report concerns or abuse, and the vocabulary and confidence needed to do so
	• Where to get advice e.g. family, school and/or other sources

Appendix 1: By the end of Key Stage 4 pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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

TOPIC	PUPILS SHOULD KNOW
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 and the management of conflict, 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
	• 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)
	• 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
	• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
	• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
	• What constitutes sexual harassment and sexual violence and why these are always unacceptable
	• 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

TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
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 FGM, and how these can affect current and future relationships • 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)

TOPIC	PUPILS SHOULD KNOW
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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment