



THE PRIORY
LEARNING TRUST

Relationships and Health Education (Primary)

Relationships, Sex and Health Education (Secondary)

Policy

Approved and Authorised for use by the Trust Board 18th July 2023

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Part of The Priory Learning Trust, a charitable company limited by guarantee registered in England & Wales
with company number 07698707.
Registered office address: Priory Community School, Queensway, Weston-super-Mare, North Somerset, BS22 6BP

History of Policy Changes

Date	Version	Change	Origin of Change e.g. TU request, change in legislation	Changed by
September 2017	1		Creation of policy	
July 2018	2	Added Headteacher as well as Principal. Changed the Trust to TPLT.	Review of policy.	Gail Webb
May 2019	3	Changes to terminology using DfE 'Sex and Relationship Guidance', 2019	Review of policy	Lisa Dadds
May 2020	4	Policy updated to reflect the new legislation and guidance published by the DfE which becomes statutory from September 2020.	Change in legislation	Lisa Dadds
May 2021	5	No changes	Annual review of statutory policies	Lisa Dadds
May 2022	6	No changes	Annual review of statutory policies	Lisa Dadds
May 2023	7	No changes	Annual review of statutory policies	Lisa Dadds and Gregg Morrisson

This policy applies to The Priory Learning Trust and its academies.

Date policy adopted	September 2022
Review cycle	Annual
Review date	September 2024

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1. Policy Statement

Effective 'Relationship and Sex Education' (RSE) is essential if children and young people are to make responsible and well-informed decisions about their lives. The objective of RSE is to help and support young people through their physical, emotional and moral development. The RSE programme will help young people learn to respect themselves and others, and move with confidence from childhood through adolescence into adulthood. It will help children and young people develop the skills and understanding that they need to live confident, healthy, independent lives.

The Policy:

- clarifies the legal requirement and responsibilities of The Priory Learning Trust (TPLT) and its member schools
- clarifies the school's approach to Relationship and Health Education (primary) and Relationship, Sex and Health Education (secondary) for all staff, students, Governors, parents/carers, external agencies and the wider community
- gives guidance on developing and implementing and monitoring the RSE programme at appropriate age level
- provides a basis for evaluating the effectiveness of the school RSE programme
- reinforces the role of the school in contributing to local and national strategies.

Statutory Requirements

We are required to follow the DfE 2020 statutory guidance for [Relationships Education, Relationships and Sex Education, and Health Education](#).

TPLT primary academy schools must provide 'Relationships and Health' education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching 'Relationships and Health Education', we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

TPLT secondary academy schools must provide 'Relationships and Sex Education, and Health Education' to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

2. Aims

The overall aims of the Relationships and Sex Education (RSE) programme are:

- to ensure children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way
- to provide accurate information and understanding of RSE issues
- to explore a range of attitudes towards RSE issues and to help students to reach their own informed views and choices for a healthier lifestyle
- to understand how to develop healthy, respectful relationships. In primary schools, the focus will be on family and friendships and at secondary, knowledge about intimate relationships and sex. In both settings, online relationships will play a key part

- To safeguard children and young people to ensure they understand both their own and others' boundaries
- To promote the importance of both physical and mental wellbeing, including how to look after themselves in the online world
- To increase student's self-esteem.

3. Right to Withdrawal

For Primary Academies

Parents do not have the right to withdraw their children from Relationships Education or Health Education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Principal. Parents/carers will be invited to discuss their request to ensure the nature and purpose of the curriculum is clarified, and ensure any detrimental effects withdrawal may have on the child are raised.

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

For Secondary Academies

Parents have the right to withdraw their children from the non-statutory 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. There is no right of withdrawal from National Curriculum science which includes elements of sex education such as puberty and reproduction.

Requests for withdrawal should be put in and addressed to the Principal. Parents/carers will be invited to discuss their request to ensure the nature and purpose of the curriculum is clarified, and ensure any detrimental effects withdrawal may have on the child are raised. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education

4. Policy review

The working of this policy will be reviewed by the Trustees annually. As well as examining the specific review data, the policy statement will be checked for continuing relevance against any changed statutory requirements.