

**THE EDUCATION VILLAGE ACADEMY
TRUST**

Education Village
Academy Trust 

**BEAUMONT HILL ACADEMY &
MARCHBANK FREE SCHOOL
RELATIONSHIPS AND SEX EDUCATION
(RSE) POLICY**

EVAT Version Control Document

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Monitoring and review

This Policy is reviewed **annually** by the Policy Owner: **Caroline Green**

The next scheduled review date for this policy is **December 2024**

Values and Ethos

Our values and ethos are inclusive and child centred. Our Trust is founded on the principles of inclusivity, diversity and fairness, and they are fundamental to our delivery of exceptional learning experiences.

EVAT stands for:

- **E**xcellence and high standards
 - a can-do culture and no-excuses ethos
- **V**alues driven with a deep sense of purpose
 - putting children and young people first
 - behaving ethically
- **A**mbition and aspiration for all
 - irrespective of background or barriers – being truly inclusive
- **T**eamwork
 - we do more, better and faster, together

We are a village. We collaborate, with our learners, their families and our communities, to provide exceptional education so that all the children and young people we serve achieve the best possible outcomes.

Our is to:

- Create a nurturing and friendly atmosphere and provide an environment where everyone feels valued for who they are
- Bring out the best in every child and young person and meet the full range of their individual needs
- Provide different and unique experiences, challenges and activities
- Show tolerance and respect for each other
- Prepare our children and young people for lifelong learning
- Improve the life chances of every child and young person we serve.

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N.B. Where reference is made to an 'Academy' or a 'School' the intention is that the policy is universal and applies to both. Any reference to Principal may also include Executive Principal.

Introduction

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver statutory relationships education (in primary schools) and relationships and sex education (in secondary schools). In accordance with this new legislation the Academies within the EVAT Trust have a policy covering relationships and sex education (RSE) and PSHE.

The policy is now integrated throughout BHA in keeping with the vision of the EVAT Trust and we will endeavor to influence the policy in the future.

This policy was developed in response to Sex and Relationship Education (SRE) Guidance DfES 2000, the National Teenage Pregnancy Strategy and revised Department for Education statutory guidance.

This Policy should be read in conjunction with each Academy's PSHE curriculum and the Guidance on Sex Education and Autism.

Consultation

Consultation has involved discussion with parents, discussion with pupils through School Council and discussion with staff through staff meetings.

The RSE curriculum is regularly reviewed and will be subject to active review, where specific events occur, RSE sessions over and above those planned into the curriculum will be arranged, including multi-agency input where appropriate.

What is Relationship and Sex Education?

- "Relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- "Health education" is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

RSE is lifelong learning about physical, sexual and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Each Academy includes relationship and sex education in the curriculum and plans for the delivery of relationship and sex education through PSHE and Citizenship framework. The subjects are delivered via planned and coordinated long, medium and short term programmes, tailored to the age, physical and emotional maturity of the children.

Legislative Requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2021) 'Keeping children safe in education 2021.'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

DfE (2015) 'National curriculum in England: science programmes of study'

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

RSE is set within a wider legislative context. The 2006 Education and Inspections Act laid a duty on Governing Bodies 'to promote the well-being of pupils at the school'. The duty came into effect in September 2007. Since that date, an equivalent requirement has been placed on new academies through their funding agreements.

Governing bodies also have wider responsibilities under equalities legislation (most recently the Equalities Act 2010) and should ensure that their school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. This means that sex and relationships education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language, including prejudice against LGBT groups in accordance with LGBT action plan 2018 and how to respond and ask for help.

Principles and Values

The Academies believe that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;

- Be an entitlement for all young people;
- Encourage every student to contribute and make our community and aims to support each individual as they grow and learn;
- Be set within this wider Academy context and supports family commitment and love, respect and affection knowledge and openness. Family is a broad concept, not just one model. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer, and we aim to work in partnership with health professionals, social workers, and other advisers.

Aims

The aim of RSE is to provide balanced, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour, have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Identify the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues;
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity;
- Understand the arguments for delaying sexual activity;
- Recognise the consequences of having unprotected sex
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited / unwanted conceptions and sexually transmitted infections including HIV;
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- Know how the law applies to sexual relationships.

Organisation and Content of Sex and Relationship Education

All pupils receive SRE appropriate to their individual needs. As a spine to delivery school uses the JIGSAW program which is then adapted, amended to and supported and/or replaced by other appropriate materials to best meet pupils' needs.

Within the JIGSAW overarching curriculum the aims are described below. Subject leads, in conjunction with class teachers and SLT, determine how best these curriculum aims are delivered to groups of pupils. Parents are a key part of these conversations.

Primary Phase

Families and people who care for me

By the end of primary school, pupils, where appropriate, will know:

- That families are important for them 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

By the end of primary school, pupils will know:

- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.

- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

- 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.
- 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, including online, who 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 and 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 seek advice, for example, from their family, their school and other sources.

Secondary Phase

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

By the end of secondary school, pupils will know:

- 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.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Pupils will also know 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 recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

By the end of secondary school, pupils will know:

- About 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g., how they might normalise non-consensual behaviour.
- That in school and 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 seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

Being safe

By the end of secondary school, pupils will know:

- About 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 – this includes online.

Intimate and sexual relationships, including sexual health

- By the end of secondary school, pupils will know:
- 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 may be affected by choices they make in sex and relationships, positively and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness, and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

Inclusion

We recognise the need for the subject to be delivered in a clear and direct manner. The language and vocabulary used will be differentiated to need the needs of the pupils in question, as well as the depth of knowledge of the particular topic being studied. Pupils need to be taught to behave responsibly towards sex and relationship issues and be able to make informed choices and decisions.

The subject is addressed in an informal, sensitive manner, aiming to remove the embarrassment factor. Discussions lessons are the main vehicle with an emphasis on a "lighthearted but significant" approach.

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. Significant consideration is given as to how best to deliver content to individuals which is appropriate, accessible and supports them and their understanding effectively. This is regularly reviewed in line with emerging issues, best practice, and updated resources / approaches. Pupils will have RSE delivered to their age rather than stage of learning with adaptations in place to ensure this is developmentally appropriate to individual pupils.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them. Any instances of sexist, homophobic and transgender bullying are dealt with using the academy's **Behaviour Policy** and are identified within the Trust's **Anti-Bullying Policy**.

Collaboration with other professionals

Where appropriate, A school nurse is consulted with regard to input for some of the Sex and Relationship Education units for students with severe learning difficulties and moderate learning difficulties. The advice and input of other professionals is sourced where this would be of benefit to provision to ensure that the curriculum, we provide best meets the needs of all pupils.

Class teachers' responsibility in delivering the subject

Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers act in *loco parentis* parent need to be reassured that personal beliefs and attitudes of teachers do not influence the teaching of Sex and Relationship Education within the PSHE framework.

Teachers delivering the subject will adhere to the planned programmes, differentiating where necessary.

Teachers will record and evaluate the lessons on the Academy's PSHE tracking document. These are held on the Academy system in Pupil Records.

Classroom Practice

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practices that:

- No-one (teacher or student) will have to answer a personal question.
- No-one will be forced to take part in a discussion.
- The correct names for body parts will be used.
- Sensitivity will be shown towards those of particular faith backgrounds.
- Nothing should be said that could be construed as embarrassing or offensive to other students.

If a question is too personal, the pupil will be reminded of the ground rules. The pupil may then be referred to the appropriate health professional or outside agency via the class teacher, Head of Department, Senior Leader (Pastoral) or Principal.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the appropriate Child Protection officer in each of the Academies. In cases of concern over sexual abuse, the EVAT Trust child protection procedures will be followed.

In line with the revised Department for Education statutory guidance and from training received by the RESH coordinator of Darlington Borough Council all secondary and where appropriate primary pupils in their PSHE and RSE lessons will have:

- An individual code of conduct group agreement for each class that all pupils devise and agree on
- A question box for any questions that may seem too embarrassing to ask in front of the class.
- Clear guidelines on safe adults/professionals whom pupils can speak to.

It is natural for caring adults to want to protect children and young people from information, attitudes, and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for example, online sources, television, magazines, newspapers, gossip, jokes, and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

Right of withdrawal of students from Sex and Relationship Education.

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of Sex Education, except for those parts included in the statutory National Curriculum (i.e., in science lessons). We would make alternative arrangements in such cases. There is no right to withdraw from Relationship Education or Health Education. Parents are welcome to discuss the content of any or all aspects of the RSE curriculum to inform their decision making. Parents are encouraged to discuss this with staff at the earliest opportunity. Parents are welcome to review any RSE resources the EVAT Trust uses. Opportunities for parents and carers will be made available to attend meetings and training sessions regarding the implementation of RSE.

Working with parents

The school understands that parents' role in the development of their children's understanding about relationships and health is vital; therefore, we will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Sharing the resources, the school intends to use to deliver the
- curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.

Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education. Parents will be regularly consulted on the curriculum content, through meetings and letters, and the curriculum will be planned in conjunction with parents' views.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSE and health education, they should submit these via email, or contact the school office to arrange a meeting with the Principal or Head of School.

Parents will be informed by letter when an element of Sex and Relationship Education is to be delivered. We will provide clear information to parents on the subject content and the right to request that their child is withdrawn. We recognise the rights of all parents to view the content that is delivered in school where this is requested and ensure that this is facilitated.

Confidentiality, controversial and sensitive issues

Teachers are required to adhere to the Trusts Guidance on confidentiality contained in the Safeguarding and Child Protection Policy between themselves and the

pupils, especially when they believe that a pupil has embarked upon a course of conduct that would place him or her at moral or physical risk or in breach of the law. Teachers cannot offer or guarantee absolute confidentiality. It is only in the most extreme of circumstances that the Academy should be in the position of having to handle information without parental knowledge. When younger pupils are involved, this is ground for serious concern and child protection issues need to be addressed. The Academy encourages pupils to talk to parents, carers, staff, or other trusted adults if the pupil wishes to do so and supports them in this. If there is evidence of abuse, the Trust's child protection procedures will be initiated ensuring that pupils are informed of sources of confidential help e.g., school nurse, GP, counsellor.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the PSHE Coordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall Academy plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation.

This policy will be reviewed every year, commencing from December 2020.

Links to other Academy & Education Village Academy Trust Policies

- Behaviour & Emotional Support Policy
- SEND Policy
- E-Safety Safety Policy
- Anti-Bullying Policy
- Safeguarding & Child Protection Policy
- Peer-on-peer Abuse Policy
- Records Management Policy & Retention Schedule
- Technology Acceptable Terms of Use Agreement
- Data Protection GDPR Policy

Staff training

Training will be provided by the RSE and health education subject leader to the relevant members of staff on a regular basis to ensure they are up to date with the RSE and health education curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g., "sexting", which may need to be addressed in relation to the curriculum. It is recognised that there are often links to other aspects of the curriculum such as online safety and safeguarding which staff receive regular training about from other leads within the academy.

The school will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.

Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

All staff members at the school will undergo training on an annual basis to ensure they are up to date with the relationship, sex and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on a regular basis, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Public Sector Equality Duty (Equality Act 2010)

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is, they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.