



Relationship & Sex Policy

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SIGNATURES:

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| Principal | Mrs J. S. Bridges |
| Chair of Governors | Mrs H. Mottram |

Introduction

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

The Sex & Relationship (RSE) policy aims to review and provide a framework for the RSE curriculum and also ensure it provides for the health of young people. The RSE provision is audited and reviewed on an annual basis to ensure that it meets the needs of the young people that it is aimed at. The Academy has a statutory duty to promote students well-being; RSE has an important part to play in fulfilling this duty.

The 'Are you getting it right?' toolkit dated February 2008 has been utilised to give students the opportunity to express their ideas, identify specific issues and present their aspirations for future learning about RSE within the Academy. This policy has been updated in line with Keeping Children Safe in Education May 2016 which became statutory in September 2016. See Appendix 3.

Statutory Duty

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 and how to respond and ask for help.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction necessary within the science curriculum. The views of parents will be borne in mind when developing a Sex and Relationship Education policy, and parents are invited to comment on the extent to which this policy reflects their wishes and the culture of the community served by the Academy.

The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of RSE. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the Academy RSE programme. In such cases, particularly since they may involve students whose parents have withdrawn them from sex education, teachers will need to balance the need to give proper attention to relevant issues with the need to respect students' and parents' views and sensibilities.

The Governing Body expects that teachers will draw upon their professional judgement and common sense to deal effectively with such occurrences and that they will be conversant with this policy document and act accordingly.

Staff have a responsibility to ensure the safety and welfare of students and because teachers therefore act in 'loco parentis', parents/carers need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education.

Aims

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should 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 well-being.

Our RSE:

- Is accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order for students to make informed choices.
- Is positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Includes the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promotes a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provides opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Reflects the age and level of the learner;
- Ensures young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Is relevant and meet the needs of young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Is delivered by competent and confident educators;

Implementation

High quality RSE should be part of a broader developmental PSHE education programme. Science teaches about the biological facts relating to human growth, puberty and reproduction. It may also include teaching about contraception and STIs. PSHE helps pupils to think about the different social contexts, influences and beliefs that affect personal behaviour. PSHE also develops a positive vocabulary and the strategies and skills children and young people need to stay healthy and safe. It is important to link to the ICT/computing curriculum, which teaches about online safety. It is vital for RSE to teach that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online. There will also be relevant learning in other subjects, such as citizenship or religious education, about the law and the views of religious and secular groups on different issues.

RSE will be delivered in a variety of ways by teachers and by specialists, including the school nursing team, Bright Futures and SafetyWorks.

The programme of study for sex education will demonstrate the following:

- Progression, this extends from Key Stage 3 to Key Stage 4 with language, concepts and content increasing in depth and complexity as the students mature physically, intellectually, emotionally and socially.
- Relevance and differentiation, teachers come to know the levels of development of their students; they are able to draw out existing knowledge to build on them appropriately.
- Integration, RSE will be integrated into a programme of Personal, Social and Health Education and into other relevant areas of the Academy curriculum.

The Curriculum

The RSE curriculum delivered in PSHE follows guidance from the PSHE Education Programme of Study Key stages 1-5 (Jan 2017).

All students in key stage 4 are provided annually with an opportunity to complete RSE questionnaires and discuss their views on the delivery method of RSE. The students' views are used to focus the planning for RSE. Please see Appendix 1.

Key stage 3 students have accessed activities from 'Are you getting it right?' toolkit which have been utilised to prioritise the aims of the key stage 3 RSE programme. Please see Appendix 2.

Key Stage 3

Year 7

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| What is a relationship? | R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) |
| | R2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise |
| | R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness |
| | R4. to explore the range of positive qualities people bring to relationships |
| Relationships and commitment | R9. the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children |
| | R10. that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable |
| | R11. the roles and responsibilities of parents, carers and children in families |
| | R28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted |

Year 8

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| Healthy relationships | R5. that relationships can cause strong feelings and emotions (including sexual attraction) |
| | R6. the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind) |
| | R7. that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships |
| | R8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including © PSHE Association 2017 To become a member of the PSHE Association and access our support services, visit www.pshe-association.org.uk 25 age, gender, power and interests) |
| | R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement |
| | R13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context |
| | R14. to understand what expectations might be of having a girl/boyfriend |
| | R15. to consider different levels of intimacy and their consequences |
| | R16. to acknowledge and respect the right not to have intimate relationships until ready |
| | R17. about readiness for sex and the benefits of delaying sexual activity |
| | R18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected |
| | R19. about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given) |
| | R20. how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent |
| | R21. about contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships |
| | R22. about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances |
| | R23. to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography) |
| Safe relationships | R25. to recognise that there is diversity in sexual attraction and developing sexuality |
| | R26. the terms associated with sex, gender identity and sexual |

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| | orientation and to understand accepted terminology |
| | R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so |
| | R29. the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them |
| | R30. to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it |
| | R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours |
| | R32. to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns |
| | R33. laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon |
| | R34. about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support |
| | R35. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images) |
| | R36. to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy |
| | R37. how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns |
| | R38. when the sharing of explicit images may constitute a serious criminal offence |

Key stage 4

Year 9

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| Healthy relationships | R7. to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support |
| | R13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them |
| | R16. to recognise when others are using manipulation, persuasion or coercion and how to respond |
| Sexual health | R14. to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism) |
| | R15. how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity |
| | R17. to understand the pernicious influence of gender double standards and victim-blaming |
| | R21. to assess readiness for sex |
| | R22. about accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key Stage 3 |
| | R29. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support) |

Year 10

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| Support in relationships | R6. managing changes in personal relationships including the ending of relationships |
| | R8. about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3 |
| | R9. about the impact of domestic abuse (including sources of help and support) |
| | R10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances |
| | R11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement |
| | R12. how to access such organisations and other sources of information, advice and support |
| | R18. to recognise the impact of drugs and alcohol on choices and sexual behaviour |
| | R19. to manage unwanted attention in a variety of contexts (including harassment and stalking) |
| | R20. to understand and respect others' faith and cultural expectations concerning relationships and sexual activity |
| Relationship choices | R23. to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life) |
| | R24. the reasons why parents choose to adopt/foster or to place children for adoption/fostering |
| | R25. about abortion, including the current legal position and the range of beliefs and opinions about it |
| | R26. the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support |
| | R27. that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age |
| | R28. about the options open to people who are not able to conceive |

External delivery

Visiting speakers may be used to support the RSE programme. Where they are used, they will be required to conform to this policy statement. Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual students but, in a classroom situation, they should follow the Academy RSE policy.

Confidentiality Policy

Teachers are required to adhere to the Academy's policy on confidentiality between themselves and students as set out within this section.

Students should be reassured that their best interests will be maintained. However, teachers cannot offer or guarantee absolute confidentiality. If confidentiality has to be broken, the student should be informed first and then supported, as appropriate. It is only in the most exceptional circumstances that the Academy should be in the position of having to handle information without parental knowledge. Where younger children are involved this will be grounds for serious concern and child protection issues will need to be addressed. Students should be encouraged to talk to their parents and given support to do so. If there is evidence of abuse, the Academy's child protection procedure should be adhered to, ensuring that students are informed of sources of confidential help, for example, the GP.

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

This policy **MUST** be read in conjunction with other related policies in the Academy.

These include (for example):

- **Robust Academy Recruitment and Selection policy**, inclusive of safer recruitment guidance and regulation for example a **single central record** which demonstrates the pre-employment vetting checks for all staff (e.g. identity, qualifications, right to work in the UK), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition checks for teachers since 2013) and supervision of those who don't meet this requirement;

Clear recruitment procedures which embeds safeguarding across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance;

Trained panel members who ensure that the policy works in practice in all recruitment and selection within the Academy;

Academy Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must

undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2015 and Working Together 2015.

- **Staff Behaviour Policy (Code of Conduct) Guidance for Safer Working Practices for Adults who Work with Young People.** The Academy will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults;

The Academy will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

- **Child Protection Policy.**
- **Anti-Bullying Policy/Cyber Bullying.**
- **Complaints Policy.**
- **Information Sharing Policy** (internal and external exchange of information).
- **Single Equality Scheme.**
- **Spiritual, Moral, Social and Cultural Curriculum**

This policy has been informed by legislation and national & local guidance:

Including:

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Keeping Children Safe in Education (updated 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Framework for the Assessment of Children and Families

<http://www.safeguardingchildren.co.uk/appendix-4.html>

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Working Together to Safeguard Children DOH (Updated 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf

Appendix 1

What should people my age learn about in sex and relationships (RSE) lessons? (2017)

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|--|-------|--|-------|---|-------|
| Abortion and pregnancy choices | 59.03 | Effect of alcohol and other drugs on sexual behaviours | 61.81 | Assertiveness Skills | 24.31 |
| Being a parent | 53.47 | Contraception | 55.56 | Different types of relationships: family/friendships/intimate | 39.58 |
| Drugs and sex | 74.31 | Emotions: different types and dealing with them | 43.06 | Friendships: making; falling out; keeping friends | 38.19 |
| Human Reproduction (Biology) | 37.50 | Laws about sex | 68.06 | Managing risk | 27.78 |
| Marriage/stable relationships | 32.64 | Pleasure | 41.67 | Puberty (emotional and physical effects) | 50.69 |
| Reasons for delaying (early) sexual activity | 36.81 | Safer sex (alternatives to penetration) | 59.72 | Same sex relationships | 43.06 |
| Sexuality | 53.47 | Strategies for making choices | 29.86 | STIs, including HIV | 60.42 |
| Where to go for confidential help | 46.53 | Peer Pressure | 60.42 | Responsibility for self and others | 37.50 |

What kind of learning activities should be used in RSE? (2017)

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| Brainstorming | 37.50 |
| Continuum | 4.17 |
| Discussion | 52.08 |
| Quizzes | 43.75 |
| Role-play | 29.86 |
| Testing products (e.g. Experiments with condoms) | 32.64 |
| TV programmes | 38.19 |
| Visiting experts/speakers | 39.58 |

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| Case studies/scenarios | 31.25 |
| Debate | 43.75 |
| DVD/Film | 56.94 |
| Problem pages | 11.81 |
| Storytelling (using models or pictures) | 27.78 |
| Theatre groups | 11.11 |
| Using textbooks | 8.33 |
| Worksheets | 18.06 |

Who do you think should facilitate sex and relationships education (RSE) and what skills and knowledge do they need?

Below is a list of different types of people (or groups) who may be involved in delivering learning about sex and relationships in the classroom. Who do you think are the best people to help you learn about RSE? Please think carefully about the people listed below and put them in order of preference, with 1 being the best choice and 6 being the least helpful person to deliver RSE.

| Type of person | 1 Brilliant | 2 Helpful | 3 Not bad | 4 OK | 5 Better than nothing | 6 No thanks |
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| Form tutor/class teacher | 9.72 | 20.14 | 15.97 | 15.97 | 16.67 | 17.36 |
| The school's regular school nurse | 6.94 | 40.28 | 12.50 | 15.97 | 13.19 | 6.94 |
| Specialist/expert from an outside agency, e.g. Sexual health worker | 40.28 | 24.31 | 2.78 | 12.50 | 4.17 | 5.56 |
| Specially trained educators | 27.08 | 33.33 | 11.81 | 15.28 | 7.64 | 1.39 |
| Specially trained youth workers | 13.89 | 31.25 | 15.97 | 17.36 | 11.11 | 5.56 |
| Trained peer educators (people who may be slightly older than you but are still at school) | 8.33 | 25.00 | 15.28 | 12.50 | 4.86 | 29.86 |

Appendix 2

Key Stage 3 statements.

Results

Students prioritised their learning objectives as follows:

1. The importance of making responsible choices for a healthy lifestyle.
2. About the emotions associated with loss and change (e.g. death, divorce, separation and/or new family members) and how to deal positively with the strength of feelings we may experience in different situations.
3. About understanding risk in both positive and negative terms, and how to develop the confidence to try new ideas and face challenges safely.
4. What influences health (including the media.)
5. About the role and importance of marriage, the value of family life and the role and feelings of parents and carers.
6. To understand that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.
7. To appreciate similarities and differences between people (race, religion, culture, ability or disability, gender, age or sexual orientation? and understand that all forms of prejudice and discrimination must be challenged at every level of our lives.
8. About the biology of sex and human reproduction, contraception, sexually transmitted infections and HIV.
9. How to deal with the physical and emotional changes that take place at puberty and how to manage these changes in a positive way.