



Relationships and Sex Education Policy

This relationships and sex education (RSE) policy will be reviewed annually by the strategic development committee of the governing body.

Date of last review: Summer 2019

Date of next review: Summer 2020

Intent

Our intent is to make sure that all pupils receive enough information during their compulsory education to enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. The programme we offer aims to provide pupils with high quality, evidence-based and age-appropriate teaching which will help prepare pupils for the opportunities, responsibilities and experiences of adult life and empower them to make positive decisions about their own relationships and lives, and about their safety and that of others.

Objectives:

1. To ensure that all sex education is set within the context of positive relationships.
2. To provide clear and precise relationships and sex education. This should build year on year to develop and reinforce knowledge.
3. To provide extra support for SEN pupils to make sure that their understanding is sound. This is especially important since they can be amongst the most vulnerable and are often more open to exploitation than others.
4. To provide appropriate training and support to teaching staff.

Implementation

A designated team of staff deliver the sex and relationship education in a safe environment during citizenship lessons across key stage 3. This approach provides coherence and consistency in relation to the advice and guidance given to pupils at various stages of the course and their development and ensures pupils are well equipped to make good decisions and keep themselves safe.

The RSE programme bears in mind the age and development of pupils and educates them about the world in which they are growing up and is inclusive to all pupils, whatever their developing sexuality or identity, development and religious backgrounds of their pupils. Resources are readily available for use during lessons and can be viewed by parents on request.

We often involve other agencies to enhance rather than replace teacher-led RSE. Workshops are interactive and often involve the use of drama. When outside agencies are involved in RSE we will:

- Plan and evaluate their contribution as part of the school's RSE teaching programme.

- Provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it.
- Ensure that the class teacher is present throughout the lesson, taking responsibility for class management.
- Provide follow up lessons.
- The programme provided by outside agencies will be published on the website.

Sensitive issues

The delivery of RSE is factual, sensitively balanced, age and developmentally appropriate. RSE within the Academy promotes meaningful, loving, and healthy relationships. Whilst delivering RSE, staff will avoid the imposition of personal opinion. Instead, they will stay focused on the social, moral, spiritual, health and education aspects of the topics. All content will be taught sensitively and inclusively, with respect to the beliefs of pupils and parents and intolerant attitudes discouraged.

Withdrawal from sex education

Parents and carers have the right to request that their child is withdrawn from any or all aspects of sex education (up to and until three terms before the child turns 16), other than the biological aspects which are part of the programme of study for science. For this reason, pupils will not be examined on any area of sex and relationship education other than the biological aspect.

Access to information

The content of the RSE policy and content of the programme can be found on the school website, along with an explanation of a parent's and carer's right to withdraw their child from some or all of sex education delivered as part of statutory RSE.

Relationships and Sex Education Policy - APPENDIX 1

Syllabus Summary

Year 7	Time	Objectives
Puberty	4 hours	<p>Pupils understand the physical changes which take place at puberty and people witness these changes at different stages in their life.</p> <p>Pupils know the differences between male and female body parts. This is also covered in science lessons.</p> <p>They are aware of the need for privacy and when behaviour can be described as inappropriate.</p> <p>They know how they can care for their body through physical hygiene and healthy life styles.</p> <p>The emotional changes that puberty can bring and the need for self-esteem and assertiveness.</p> <p>Awareness that sexuality can be a motive for bullying and how stereotypes based on gender can cause damage</p> <p>Pupils compare different relationships and the nature of true friendship. The characteristics of respectful healthy relationships are explored.</p>
Year 8	Time	Objectives
Child Sexual Exploitation	1 hours	<p>All pupils in year 8 are taught about Child Sexual Exploitation through a workshop pioneered by Pintsize Theatre (Ian Court).</p> <p>By the end of the performance, year 8 pupils will have an increased knowledge of:</p> <p>What might constitute an unhealthy relationship? This will include an emphasis on understanding what consent to sex means, including consent within the context of the law. This will also reference the importance of only having sex when feeling ready to do so, what constitutes unwanted sex, the right to say 'no' to sex or unwanted attention and how best to avoid the risk of emotional or physical harm in relation to these issues.</p> <p>What might constitute sexual exploitation? This will include references to and discussion around virtual and real world exploitation.</p> <p>How CSE happens and how easily it can happen to any young person. This will include reference to and particular emphasis on, the role and tactics of the perpetrator/groomer.</p>

		<p>Who should or might take responsibility around addressing issues relating to CSE. In addition to highlighting pathways to support agencies, the project will also encourage young people to look out for their friends and to access support services outside the home environment if they are worried about them.</p> <p>What to do if a young person is approached in an inappropriate way – who to tell and how to safely seek help.</p> <p>How CSE is everybody’s responsibility and how professionals such as teachers and youth workers might take measures to keep young people safe The short and long term impact of CSE on families and friends.</p>
Year 9	Time	Objectives
<p>Marriage and Family</p> <p>Consent, and the law</p> <p>STI’s, safer sex and sexual health</p> <p>The effects of relationships on mental well-being</p> <p>Healthy and Unhealthy relationships</p> <p>E-safety</p>	7 hours	<p>Pupils will examine the decisions involved if considering a sexual relationship. They will discuss ways of resisting pressure to act in a way that they are not ready for.</p> <p>They will examine the rights and responsibilities that a relationship (including intimate relationships) brings, to both parties concerned and the need for responsibility and honesty with partners. Also, how these relationships contribute to human happiness.</p> <p>Pupils are made aware of what marriage is, including the legal status.</p> <p>Pupils can discuss why marriage is important to many people.</p> <p>Pupils are aware of what the law decrees about sex.</p> <p>Pupils understand that sexual harassment and sexual violence is illegal.</p> <p>Pupils are aware of the symptoms of key STIs (including HIV and AIDs).</p> <p>They are aware of ways of avoiding STIs.</p> <p>They know where to go to seek help if concerned.</p> <p>Pupils compare different methods of contraception for different people in different situations.</p> <p>They know how to use a condom correctly.</p> <p>They consider the importance of seeking appropriate advice for any sexual health problems or concerns.</p>

	<p>They will consider what makes a healthy relationship and be aware of the issues surrounding abusive relationships.</p> <p>They will consider the reasons why some people become parents at a young age.</p> <p>They will be aware of the demands of caring for a young child.</p> <p>They will consider whether their social media profile is safe and identify information that we should not make public (E-Safety).</p> <p>Pupils understand what is meant by the term consent and identify cases where consent has or has not been given.</p> <p>Pupils will correctly identify when pornography can be harmful to viewers, and people in the industry.</p> <p>They will consider the consequences of sexting and legal consequences for breaking the law.</p> <p>All pupils in year 9 are delivered a workshop which asks how teenagers exercise choice and accept responsibility in terms of their relationships and sexual behaviour. It aims to increase awareness of sexually transmitted diseases and the consequences of becoming a parent at a very young age.</p> <p>This workshop focuses on the fact that in the UK today, many teenagers experience their first sexual encounter whilst under the influence of alcohol, and clearly illustrates the potential health risks and risk of pregnancy related to unprotected, underage sex and to define the legal, personal and social implications resulting from this behaviour.</p>
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