



TRUST RELATIONSHIPS AND SEX EDUCATION POLICY

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Contents

1. Purpose of the Policy	3
2. Principles and Values	3
3. The aim of Relationship and Sex Education.....	3
4. The elements of Relationship and Sex Education	4
5. Organisation and Content of Relationship and Sex Education	5
6. Inclusion	6
7. Right of Withdrawal of Students from Sex and Relationship Education.....	7
8. Confidentiality, Controversial and Sensitive Issues	7
9. Monitoring and Evaluation of Relationship and Sex Education.....	8
10. Assessment	8
11. Consultation and Training.....	8
12. Monitoring and Evaluation	8
13. Policy Review	8
14. Links with other Policies	9
Appendix 1 PSHRE Curriculum Information for parents/carers April 2019	10

1.0 PURPOSE OF THE POLICY

1.1 Relationship and Sex Education is lifelong learning about physical, sexual, moral 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.

2.0 PRINCIPLES AND VALUES

2.1 Education and Leadership Trust Schools believe that Relationship and Sex Education 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 to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students, teachers and facilitators to share and respect each others' views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, relationship, 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/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and students, informing 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, peer educators and other mentors or advisers.

3.0 THE AIM OF RELATIONSHIP AND SEX EDUCATION

3.1 The aim of Relationship and Sex education is to provide balanced factual and age appropriate information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our Relationship and Sex-Education 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
- understand what consent means and factors which influence one's ability to consent
- understand 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
- understand the reasons for having protected 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, consent and sexual harassment

4.0 THE ELEMENTS RELATIONSHIP AND SEX EDUCATION

Sex and Relationship Education in our Trust schools has three main elements:

4.1 Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children; and the roles and responsibilities of parents
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

4.2 Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

4.3 Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

5.0 ORGANISATION AND CONTENT OF RELATIONSHIP AND SEX EDUCATION

Education and Leadership Trust schools deliver Sex and Relationship Education through each school's PSHE Programme including in Deep Learning Days/Focus Days/Drop Down Days, through targeted sessions, the tutor programme, Project Day, assemblies, Science lessons at KS3 and KS4 and other curriculum areas (eg. Drama, English)

5.1 Statutory Provision in the National Curriculum

All students must study sex education within the KS3 and KS4 Science curricula.

Key Stage 3

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
- reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms

Key Stage 4

- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- reducing and preventing the spread of infectious diseases in animals and plants
- principles of hormonal coordination and control in humans
- hormones in human reproduction, hormonal and non-hormonal methods of contraception

5.2 RELATIONSHIP AND SEX EDUCATION – PROVISION ACROSS THE CURRICULUM

Key Stage 3

- Confidence and self-esteem.
- Mental wellbeing
- Resilience
- The risks related to unprotected sex.
- Features of positive and stable relationships.
- Marriage, civil partnerships and family life.
- The arguments for delaying sexual activity and resisting pressure.
- Gender identity and sexual orientation.
- Diversity in sexual attraction.
- How the law applies to sexual relationships.
- ICT – safe management of own and other's personal images.
- Keeping safe online
- The link between sex and other risk taking behaviour including substance use.
- Managing feelings
- Same sex relationships
- Female genital mutilation

Key Stage 4

- Confidence and self-esteem.
- Mental wellbeing
- Resilience
- Keeping safe online
- The benefits of positive, strong, supportive, equal relationships.
- Living together, marriage and civil partnerships.
- Implications of young parenthood and parenting skills.
- Managing changes in personal relationships.
- Domestic abuse.
- How to access organisations for support and advice.
- Diversity in sexual attraction and developing sexuality.
- Recognising the impact of drugs and alcohol on choices and sexual behaviour.
- Assessing the correct use of contraception.
- Abortion.
- Assessing the readiness for sex.
- Consent
- Positive relationships

Any Relationship and Sex Education delivery may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

6.0 INCLUSION

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.

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 relationship and sex education is relevant to them.

6.1 Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationship and sex education.

6.2 Ethnic Groups

We intend our policy to be sensitive to the needs of different ethnic groups. We will reply to parental requests and concerns.

6.3 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 relationship and sex education is relevant to them.

7.0 RIGHT OF WITHDRAWAL OF STUDENTS FROM RELATIONSHIP AND SEX EDUCATION

7.1 Some parents/carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from the parts of sex education that are not included in the statutory science National Curriculum. We would make alternative arrangements in such cases. Parents/Carers are encouraged to discuss their decisions with staff at the earliest opportunity. Parents/Carers are welcome to view any relationship and sex resources the school uses.

8.0 CONFIDENTIALITY, CONTROVERSIAL AND SENSITIVE ISSUES

Relationship and Sex Education is conducted in a safe learning environment. Students are not expected to discuss their own personal issues. No one (teacher/facilitator or student) should be expected to answer a personal question and no one will be forced to take part in a discussion.

Teachers/facilitators will attempt to answer students' questions and concerns in a sensitive, age and development appropriate manner. Individual teacher/facilitators will use their skill and discretion in these situations and if necessary refer to the PSHE Co-ordinator, Child Protection team or other multi agency link for advice and support.

Teachers/facilitators will also follow the following guidance:

- Teachers/facilitators will establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- If a student's question is inappropriate to address with the whole class the teachers and facilitators should acknowledge the question and attend to it later on an individual basis.
- If a question is too personal the teacher/facilitator should remind the students of the ground rules.
- Teachers/facilitators will set the tone ensuring that students discuss issues in a way which encourages thoughtful participation.
- If a teacher/facilitator is concerned that a student is at risk of sexual abuse, the Designated Senior Person should be informed and the usual child protection procedures followed.
- Teachers/facilitators cannot offer unconditional confidentiality.

In a case where a teacher/facilitator learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.
- the member of staff will follow the school's Child Protection protocol and inform a member of the Child Protection team where appropriate

Where Child Protection procedures are followed, the teacher/facilitator will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy. All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children.

9.0 MONITORING AND EVALUATION OF RELATIONSHIP AND SEX EDUCATION

It is the responsibility of the Deputy Headteacher (Student Wellbeing) to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Trustees are responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.

10.0 ASSESSMENT

Students' existing knowledge needs to be the starting point for all Relationship and Sex Education work. Needs assessments are built into sessions as each group and individual may have different knowledge, experience and understanding.

The elements of Relationship and Sex Education which form part of the Science and RE curriculum are assessed in accordance with the requirements of the National Curriculum.

11.0 STAFF TRAINING

Trust schools are committed to ensuring that everyone involved in the delivery of Relationship and Sex Education receives appropriate and ongoing professional development in order to maintain whole school consistency and high standards for the students in our care.

12.0 MONITORING AND EVALUATION

The programme is regularly evaluated by the Deputy Headteachers (Student Wellbeing) and Executive team. The views of students and teacher/facilitators who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

13.0 POLICY REVIEW

The policy will be reviewed on an annual basis. If new guidance becomes available it may be necessary to review this policy at an earlier date.

13.1 Parental/Carer Information

Each school includes information on Relationship and Sex Education in the school prospectus and full details are also on the website.

Parents have the right to withdraw their children from those aspects of Relationship and Sex Education not included in the National Curriculum Science Orders. Alternative work will be set. However we will strongly urge parents/carers not to exercise this right, stressing the high level of importance of this aspect of their child's education. We will also emphasise that by working in partnership with parents/carers, we hope that they will come to recognise the importance of this aspect of their child's education.

13.2 Student Voice

Feedback from students regarding Relationship and Sex Education will be gathered through student voice activities.

14.0 LINKS WITH OTHER POLICIES

14.1 Equality

Relationship and Sex Education incorporates an approach that ensures that all students, irrespective of their class, gender, ethnicity, disability, religion, sexuality and cultural background, can access these crucial elements of their education.

14.2 Anti-bullying

The Relationship and Sex Education programme will deal honestly and sensitively with the areas of positive and negative relationships and will recognise that there is diversity in sexual attraction and developing sexuality. The Trust's Anti-bullying policy includes strategies to tackle any bullying incidents in school.

14.3 Child Protection

If any disclosure occurs during a Relationship and Sex Education session or concerns are raised, teacher/facilitators and facilitators will follow the school's procedure for Child Protection.

14.4 Behaviour

Relationship and Sex Education is fully inclusive, and as such will enable all students to be involved in their learning. Poor behaviour, in particular in terms of inappropriate comments and bullying will be dealt with in accordance with the school's behaviour policy and anti-bullying policy.

14.5 E- Safety

The Trust expect all staff and learners to use the internet, mobile and digital technologies responsibly and strictly according to the school's E-Safety policy.

PSHRE Curriculum Information for parents and carers April 2019

We pride ourselves on the provision of a broad and balanced curriculum offer. We are in the fortunate position of already providing a comprehensive Personal, Social, Health and Relationships Education (PSHRE) to all of our young people. Age-appropriate PSHRE is woven through our wider curriculum - for example through the form time programme, Focus Days, science, PE, English, RE and humanities. Because of this, there are very few aspects of the new statutory guidance, which comes into force from September 2020, which are new to our curriculum.

We understand that some parents and carers may have read or heard reports about the new national PSHRE guidance. In order that you have accurate information about what your child will be learning we have provided a description below:

- **Families**
This covers - different types of relationships; how relationships contribute to happiness; legal rights; consent; the rights, roles and responsibilities of parenting; learning about trust in relationships and how to seek advice
- **Respectful relationships, including friendships**
This covers - positive and healthy relationships of all kinds (including online and cyber-bullying); the dangers of stereotypes; the impact of bullying and how to get help; the Equality Act 2010, including protected characteristics
- **Online and media**
This covers - acceptable online behaviour and risks, including accessing and sharing material; learning about the internet and the law; understanding how internet data is used; reporting concerns and seeking advice
- **Being safe**
This covers - 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; how these can affect current and future relationships; how people can actively communicate and recognise consent from others, including sexual consent; how and when consent can be withdrawn (in all contexts, including online)
- **Intimate and sexual relationships including sexual health**
This covers – loyalty and respect in friendships and intimate relationships; impact of relationships on all aspects of health and wellbeing; consent and sexual pressure; reproduction and fertility; contraception; pregnancy; infections and treatment; where to access support and confidential advice
- **Mental well-being**
This covers - how to talk about your emotions sensitively and accurately, using appropriate language; how to recognise early signs of mental well-being concerns; the benefits of physical exercise, time outdoors and community; that happiness is linked to being connected to others
- **Internet safety and harms**
This covers - how to identify and avoid harmful behaviours online; how to report and find support if you have been affected by those behaviours

- **Physical health and fitness**
This covers - the characteristics of a healthy lifestyle; maintaining a healthy weight; the links between an inactive lifestyle and ill health; the science relating to blood, organ and stem cell donation
- **Healthy eating**
This covers - how to maintain healthy eating; the links between a poor diet and health risks
- **Drugs, alcohol and tobacco**
This covers - the facts about legal drugs, illegal drugs and alcohol and their associated risks (legal, physical and psychological); the facts about the harmful risks of smoking tobacco
- **Health and Prevention**
This covers - personal hygiene; dental health; self-examination and screening; immunisations; the importance of a good night's sleep
- **Basic First Aid**
This covers - how to treat basic common injuries; life-saving skills, including administering CPR; the purpose of defibrillators; the changing adolescent body and puberty, including menstrual well-being