



*“Striving for Excellence
Opportunity and Success for All”*

RELATIONSHIPS AND SEX EDUCATION POLICY

Policy Review Details	
Policy Reviewed	18.09.19
Policy Approved	18.09.19
Committee	SSC Pastoral

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From September 2020 the Government will rename Sex and Relationships Education- Relationships and Sex Education. RSE is used in this policy as an abbreviation of the new name from September 2020. It is important to note that the new statutory framework also includes health education, but 'health education' is not currently covered in this policy

1. Vision & Objectives

Vision

At Redmoor Academy we believe that our high quality Relationships and Sex Education will stay with our students for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE at Redmoor Academy is pioneering an innovative curriculum fit for the world our young people are living in. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Redmoor Academy we are committed to the important role that RSE plays in students' holistic education and we aim to build on the RSE programmes covered in Primary School. The theme of consent underpins all of our RSE lessons. We introduce students to the importance of consent from Year 7 and this is revisited on a yearly basis and adapted to the age of each year group.

Objectives

At Redmoor Academy our Relationships and Sex Education Programme seeks to:

- Be age appropriate and differentiated to the needs of the students adapted by the form tutor for their tutees needs
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBTQ inclusive)**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of **loving relationships**, rooted in **mutual respect**
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family
- To ensure that LGBTQ and people with disabilities are positively represented in our curriculum
- Ensure students can identify the qualities of **healthy and unhealthy relationships**
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Make students aware of how and where to **seek help** if they are in an unhealthy or abusive relationship
- Prepare students for the journey from **adolescence to adulthood**

- Provide students with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that students have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in **safe sexual activity** by exploring a range of **contraception**
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop students' understanding of dangerous of pornographic material

2. Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

From September 2020 the guidance document '*Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*' will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units. **See appendix 1 for further information on curriculum content.**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

3. Course Content

Our RSE curriculum is published in our parent handbook and detailed content of the Relationships & Sex curriculum will be made available to parents on request. Our curriculum content will cover the required themes as set out in *Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*- See appendix 2 for our programme of study in each year group.

- Family
- Respectful relationships
- Being safe
- Intimate and sexual relationships, including sexual health

4. Sensitive or Controversial Topics

1. During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
3. Teachers should establish a set of ground rules so that young people are aware of parameters
4. Students should never be asked to disclose their sexual orientation or personal information about themselves or others
5. Teachers and students will show respect for all genders, sexualities and different types of families
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement
8. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV
9. Teachers should also be aware that they may be dealing with students who are HIV positive or who have close links with others who are

5. Organisation and Delivery

1. Relationships & Sex Education is taught in Year 7-11 through PSHCE lessons and through assemblies
2. RSE awareness will also be delivered as part of our SMSC programme
3. All students within the school have equal access to Relationships & Sex education.
4. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy
5. We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.

6. Working with Parents

1. Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education we respect the primary role of the parents in educating their children about these matters
2. Our RSE programme is outlined on our websites and parents/carers are very welcome to explore our RSE curriculum further by requesting to view the teaching materials
3. Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. However, this does not include aspects of Sex Education covered by the Science National Curriculum. Parents with concerns or considering withdrawing their child for RSE should in the first instance contact their child's Head of Year, who will invite the parent to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSE. In most cases this

resolves any concerns, but should parents still wish to withdraw their child from RSE then a request should be made in writing to the Principal.

7. Confidentiality

1. Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.
2. When a member of staff learns from an under 16 year old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a sixteen year old student is contemplating having sexual intercourse with a student below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

8. The Role of Health Professions in the Delivery of Relationships and Sex Education

The school will work with health professionals in the development and implementation of the schools Relationships & Sex Education programme. Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

9. Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Governors.

10. Linked Policies

- Safeguarding Policy
- E-safety Policy
- Anti-Bullying Policy

Appendix 1: Statutory RSE curriculum from

Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'

By the end of secondary school:

School should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	Students should know <ul style="list-style-type: none">• 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• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• 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 to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	Students should know <ul style="list-style-type: none">• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy and consent• Practical steps they can take in a range of different contexts to improve or support respectful relationships• 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 (in all contexts, including online)

<p>Intimate and sexual relationships</p>	<p>Students should know</p> <ul style="list-style-type: none"> • 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 can be affected by choices they make in sex and relationships, positively, 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 men and women • That there are a 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 to enjoy intimacy without sex • the facts around pregnancy including miscarriage • that there are choices in relation to pregnancy (with medically and legally 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), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and 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
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Appendix 2

PSHCE Lesson Overview 2019/2020

PSHCE

- Health and Wellbeing
- Relationships and Sex Education
- Living in the wider world.

Year 7

Managing Transition

<u>Lesson</u>	<u>Lesson Content</u>
1	Moving to secondary School
2	What makes a good friend
3	Being part of the school community
4	My likes and dislikes
5	New Opportunities

Staying Safe

<u>Lesson</u>	<u>Lesson Content</u>
1	Internet Safety
2	Digital footprint
3	Road Safety - Visit by police and Ambulance service
4	Peer Pressure
5	Anti-Social Behaviour
6	Smoking
7	Drugs

Understanding You

<u>Lesson</u>	<u>Lesson Content</u>
1	Thinking like a 'girl' or 'boy'

2	Puberty - What is it?
3	Body changes through puberty
4	Periods/puberty - Single sex sessions
5	Periods/Puberty - mixed group sessions
6	Emotional changes during puberty
7	Puberty survival guide

Global Citizenship

<u>Lesson</u>	<u>Lesson Content</u>
1	What is a global citizen
2	Citizenship in the UK
3	Being British

Year 8

Bullying, stereotypes and Diversity

<u>Lesson</u>	<u>Lesson Content</u>
1	Bullying
2	Prejudice and Discrimination
3	Cultural Diversity
4	How people see me
5	Positive persuasion
6	Stereotypes
7	Making changes - Diversity in school

Healthy You

<u>Lesson</u>	<u>Lesson Content</u>
1	Healthy eating - balanced diet
2	Eating Disorders

3	Emotional wellbeing
4	Mental health awareness
5	Self Confidence
6	Inspirational people

Gender

<u>Lesson</u>	<u>Lesson Content</u>
1	Boy/Girl stereotyping
2	Appearance
3	Gender Labelling
4	Gender balance
5	Gender inequality
6	Body evolution
7	Body Dysmorphia

Year 9

Healthy Relationships

<u>Lesson</u>	<u>Lesson Content</u>
1	Different types of relationships
2	Verbal and Physical abuse
3	What makes a perfect partner
4	Losing virginity/consent
5	Peer pressure - when to have sex
6	FGM

Sex and Sexuality

<u>Lesson</u>	<u>Lesson Content</u>
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1	Underage Sex
2	Contraception
3	STI's
4	LGBTQ+
5	Same sex relationships
6	Child exploitation

Money Management

<u>Lesson</u>	<u>Lesson Content</u>
1	Tax, pensions and national insurance
2	Borrowing money
3	Making money
4	Debt
5	How much do things cost
6	Money in the future

British Values

<u>Lesson</u>	<u>Lesson Content</u>
1	Challenging discrimination
2	Religious belief and practice
3	Freedom of faith in the UK
4	UK democracy
5	Rule of law in the UK

Year 10

Sexual Exploitation

<u>Lesson</u>	<u>Lesson Content</u>
1	Underage sex

2	Body Image
3	Sexting
4	Self harm
5	Depression
6	Pornography
7	Pregnancy and Parenting

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Legal and Illegal Highs

<u>Lesson</u>	<u>Lesson Content</u>
1	Legal Highs
2	Smoking and Vaping
3	Drugs
4	Alcohol
5	Understanding the law
6	Mental wellbeing

Year 11

Mindfulness and Wellbeing

From January - Easter we run a Friday programme during their PSHCE lessons where year 11 students can pick from a variety of activities all created to reduce stress and promote emotional wellbeing in the lead up to their exams. Some of these activities are as follows:

- **Fiction reading in the library**
- **Mindfulness sessions**
- **Small counselling sessions (bookable)**
- **Yoga**
- **Football**
- **Cooking**
- **Silent study**
- **Film screenings**
- **Revision support (core subjects)**