Southfields Academy: Relationships and sex education policy

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Review: Annual

Reviewed by: Headteacher delegated to Deputy Headteachers

Adopted by:

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Chair of Governors, Sian Tyler

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Southfields Academy

Relationships and Sex Education Policy

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Contents

Appendices

1. Aims

At Southfields Academy we believe that Relationships and Sex Education forms an integral part of our Personal, Social, Health Education (PSHE) and Citizenship curriculum, and it is linked to the National Curriculum for Science. Through the RSE curriculum we aim to -

- Provide a carefully planned curriculum that covers human development, relationships, sexuality and family life, in line with statutory requirements and in an appropriate way taking into account the students age and stage of development
- Help students develop feelings of self-respect, confidence and empathy for others
- Help students stay safe in the modern world
- Prepare students for puberty, the changes their bodies will experience and the importance of health and hygiene
- Teach students the correct vocabulary to describe themselves and their bodies
- Create a positive culture around the issues of sexuality and relationships
- Provide a positive framework within which discussions on these issues can take place

- Students will have a safe environment where their questions can be answered in an age appropriate honest manner thus developing capacity to decide on issues relating to their body, sexuality and sexual health and to be aware where appropriate support can be sought.

2. Statutory requirements

The RE/RSE curriculum is outlined in the DfE Relationships and Sex Education and Health Education statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers July 2019 and it becomes statutory for schools from September 2020. This guidance builds on previous statutory legislation, including the Education Act 1996, the Equalities Act 2010, and the Children and Social Work Act 2017.

Schools have long been expected to provide education that prepares children to take their place in the adult world, learning about how their bodies work, how to be healthy and stay safe both in the real world and online, and how to get on with others in a positive and friendly way. Since the Equalities Act of 2010 schools have also been required to ensure that the education they provide incorporates and promotes the inclusion of all aspects of society, with reference to specific protected characteristics such as race, religion/belief, age, sex/gender, gender reassignment, marital/partnership status, sexuality and ability, and that this education should be impartial.

At Southfields Academy we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all the relevant information including relevant national and local guidance. This working party included Deputy head teacher, Teacher in charge of PSHE and key staff delivering RSE

2. Staff consultation – key members of staff (including Head of Science, SENCO and school nurse) were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation –parents and any interested parties were invited to attend a meeting about the policy and are given the chance to discuss further at parents evening and forums
4. Student consultation – we investigated what students wanted from their RSE through student voice
5. Ratification – once amendments were made, the policy was shared with governors and ratified and will be reviewed every three years

4. Definitions

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

5. Curriculum

RSE focuses on giving young people the information they need to help them develop healthy, appropriate relationships including: -

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships including sexual health

Our PSHE curriculum is delivered by specialist teachers within the Social Science department and is aimed at providing high quality PSHE education for our students.

The importance of trained staff providing accurate information is central to our curriculum, and, in the absence of this information, students may seek less controlled and informed guidance themselves from the internet to answer questions they may have about issues covered in RE / RSE. Therefore, our curriculum is focused around providing unbiased information about issues affecting young people and reliable places to go for support.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

6. Delivery of RSE

RSE is taught within the PSHE curriculum, with biological aspects covered within the Science curriculum by the class teacher. Students also receive sessions focused on puberty and health (Physical and sexual) by the school nurse. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information see appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting the sensitivity that some children may have a different support structure around them (for example: looked after children or young carers)

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the policy for use within the school and hold the headteacher accountable for its implementation within the school.

7.2 The headteacher

The headteacher in association with the Teacher in Charge of PSHE is responsible for ensuring that RSE is taught consistently across the school, and for ensuring RSE is taught consistently across the school in line with the policy, and for managing parental requests for withdrawal from any non-statutory/ non science components of Sex Education taught within the school. The headteacher should also ensure that any external professionals engaged to deliver all or parts of the RE/RSE curriculum should fully understand and adhere to the required principle of impartial delivery.

7.3 School staff

Staff are responsible for delivering the curriculum when instructed in a responsible, sensitive way, for modelling positive attitudes to RE/RSE, for monitoring progress, for responding to the needs of individual Students.

Staff do not have the right to opt out of teaching RSE, and if staff have concerns, they should discuss them with their line manager and the Teacher in Charge of PSHE. Staff also have an entitlement to training, which prepares them to deliver RSE.

7.4 Students

Students are expected to engage fully in the lessons, and when discussing issues related to RE/RSE to treat the subject and others with respect and sensitivity. Students will be familiar with the ROCK (Respect, Open Mindedness, Communication, Cooperation and Communication and Kindness) rules which govern how students should conduct themselves in PSHE lessons.

Parents / Carers are consulted in the drafting of this policy and support the school in delivering the curriculum and to engage in any consultation process.

8. The Right to Withdraw

Parents/carers have the right to withdraw their child from any non-statutory/non science components of Sex Education up to and until three terms before the child becomes 16 years old. After this point the decision to withdraw or not becomes that of the young person.

Requests for withdrawals should be put in writing using the form found in appendix 3 of this policy and addresses to the headteacher.

A copy of withdrawal requests will be placed in the students' educational record. The headteacher or Teacher in Charge of PSHE will discuss the request with the parents and take appropriate action. Should a withdrawal be agreed, then the procedure for withdrawal should be outlined for example the student being given alternative work and supervision within another class.

9. Training

Staff are trained in the delivery of RSE as part of their ongoing INSET and the subject is revisited annually as part of ongoing staff training, and external staff such as the school nurse will hold appropriate professional qualifications such as degree modules in sexual health or equivalent. .

Specialist staff also have the opportunity to go on training courses from well-established and recognised PSHE organisations such as the PSHE Association and The Sex Education Forum.

10. Monitoring

Teacher in Charge of PSHE monitors the delivery of RSE.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

In PSHE, students are assessed at the beginning (baseline) and end of each scheme of work to identify students' strengths and weaknesses on a given topic. Delivery of the scheme of work is adjusted to accommodate these needs.

Teaching and learning in RSE lessons is monitored further using book looks, learning walks and observations to maintain a high standard of delivery.

This policy will be reviewed by the headteacher, Teacher in Charge of PSHE and Head of Social Sciences every three years, and at each review the policy will be approved by the governing body.

Appendices

A. A full curriculum map, year by year of the topics covered in RE/RSE

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
7	Develop knowledge, skills and attributes to effectively manage the transition to a new school: • Transition to secondary • Friendship groups • Learning skills and teamwork • Respect in school *Gatsby Benchmark 3*	Developing empathy, compassion and communication: • Making and maintaining friendships • Identifying and challenging bullying • Communicating online	Developing agency, strategies to manage influence and decision making: • Regulating emotions • Diet and exercise • Hygiene and dental health • Sleep	Developing self-confidence and self-worth: • Puberty and managing change • Body satisfaction and self-concept	Developing assertive communication, risk management and support-seeking skills: • Rights in the community • Relationship boundaries • Unwanted contact	Developing agency and decision making skills: • Drugs, alcohol and tobacco • Safety and first aid
8	Developing and maintain friendships in a new situation: • Friendship groups • Positive relationships • Growth mindset	Developing respect for beliefs, values and opinions and advocacy skills: • Stereotypes, prejudice and discrimination • Promoting diversity and equality	Developing agency and strategies to manage influence and access support: • Drugs and alcohol • Resisting peer influence • Online choices and influences	Developing goal setting, motivation and self-awareness: • Aspirations for the future • Career choices • Identity and the world of work *Gatsby Benchmark 2*	Developing communication and negotiation skills, clarifying values and strategies to manage influence: • Healthy relationships • Boundaries and consent • LGBT+ inclusivity • 'Sexting' • Managing conflict	Developing agency and strategies to manage influence and access support: • Maintaining positive mental health • Importance of physical activity • FGM and forced marriage
9	Developing empathy, compassion and strategies to access support: • Mental health (including self-harm and eating disorders) • Change, loss and bereavement • Healthy coping strategies	Developing self-confidence, risk management and strategies to manage influence: • Friendship challenges • Gangs and violent crime • Drugs and alcohol • Assertive communication	Developing goal-setting, analytical skills and decision making: • GCSE options • Sources of careers advice • Employability *Gatsby Benchmark 8*	Developing analytical skills and strategies to identify bias and manage influence: • Financial decisions • Saving and borrowing • Gambling, financial choices and debt	Developing assertive communication, clarifying values and strategies to manage influence: • Healthy/unhealthy relationships • Consent • Introduction to contraception • Relationships and sex in the Media	Developing decision making, risk management and support-seeking skills: • Sexually transmitted infections (STIs) • Contraception • Cancer awareness • First aid

10	Developing self-awareness, goal-setting, adaptability and organisation skills: • Managing transition to key stage 4 including learning skills • Managing mental health concerns	Developing empathy and compassion, strategies to manage influence and assertive communication: • Relationship expectations • Impact of pornography • Identifying and responding to abuse and harassment	Developing agency and decision making, strategies to manage influence and access support: • First aid and life-saving • Personal safety • Online relationships	Developing goal setting, leadership and presentation skills: • Skills for employment • Applying for employment • Online presence and reputation *Gatsby Benchmark 5*	Developing respect for diversity, risk management and support-seeking skills: • Nature of committed relationships • Forced marriage • Diversity and discrimination • Extremism	Developing motivation, organisation, leadership and presentation skills: • Preparation for, and reflection on, work experience *Gatsby Benchmark 8*
11	Developing resilience and risk management skills: • Money management • Coping with stress • Preparing for adult life *Gatsby Benchmark 7 and 8*	Developing communication and negotiation skills, risk management and support-seeking skills: • Relationship values • Maintaining sexual health • Sexual health services • Managing relationship challenges and endings	Developing confidence, agency and support-seeking skills: • Making safe and healthy lifestyle choices • Health promotion and self-examination • Blood, organ, stem cell donation	Developing empathy and compassion, clarifying values and support-seeking skills: • Families and parenting • Fertility, adoption, abortion • Pregnancy and miscarriage • Managing grief and loss	Developing confidence, self-worth, adaptability and decision-making skills: • Recognising and celebrating successes • Transition and new opportunities • Aligning actions with goals	
12	Developing a healthy self concept and emotional wellbeing • Transitional life stages • Managing mental health • Career opportunities	Developing confidence, agency and support-seeking skills: • Salaries and • Living arrangements • Learning to drive • Credit cards • Responsible borrowing	Developing empathy and compassion, clarifying values and support-seeking skills: • Responsible Sexual Activity • Managing Mental Health • Politics • Drug use • Law on sexual consent	Developing empathy, compassion and communication: • Travelling Safely • Wellness • Sustainable Living • Employment Rights and Responsibilities	Developing respect for beliefs, values and opinions and advocacy skills: • Pregnancy • Getting Married • Crime and your behaviour • Sleep • Whistleblowing	Developing assertive communication, risk management and support-seeking skills: • Disability • Globalisation • Distribution of wealth • Life after retirement

B. End of Key stage Statements

By the end of secondary school

Schools 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:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

- Students should know:
- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
- reconciliation and ending relationships, this includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- that in school and in 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 get help

- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Students should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another 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 is sent to them
- 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, for example 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 (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

Being safe

Students should know:

- 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
- Sexual health, young people in Key Stage 4 will be aware of the various contraceptive methods including abstinence- to enable them to make an informed decision as to what method may work for them in the future.

Intimate and sexual relationships, including sexual health

Students should 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 can be affected by choices they make in sex and relationships, positively or negatively, for example 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 and menopause
- 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 about the full range of contraceptive choices, efficacy and options available
- 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 and 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

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
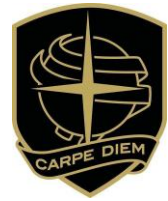
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

C. Protocol for parents/carers requesting to withdraw their child from any non-statutory Sex Education

To be completed by parents			
Name of child		Class	
Name of parent		date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by school	
Agreed actions from discussion with parents	
Staff signature	