

Castle Hall Academy

Relationship and Sex Education Policy



Name of Policy Writer/Amendments	Date Written	Next Review Date
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1. Introduction

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, about relationships, sex, human sexuality and sexual health. It is about understanding the importance of stable, loving, mutually respectful, trusting relationships within the context of families (in the broadest sense) and issues of privacy and consent in the context of personal safety exploitation and abuse. RSE should provide young people with the skills for building positive, enjoyable, respectful and nonexploitative relationships, a knowledge of the legal framework that exist to protect them and the availability of support services to help them if things go wrong. At Castle Hall Academy we recognise that children, as well as their parents and teachers, may need support to navigate an increasingly complex and digital world. Whilst the internet is an overwhelmingly positive development in our lives, it also presents significant challenges, particularly for young people. The dominance of social media, the prevalence of misinformation and the misrepresentations of reality found on-line, coupled with wider on-line threats, mean children can develop misunderstandings and misconceptions about relationships from sources that are untrustworthy or dangerous. A component of Relationships and Sex Education is to address these concerns and make students critical and resilient digital users, empowering them to make the right decisions and keep themselves happy and safe.

2. Statutory Requirements

- Under section 3.6 of the National Curriculum, RSE is compulsory for year 7 onwards. Secondary schools must have regard to the guidance issued by the DfE in 2000, as outlined in section 403 of the Education Act.
- The government also endorsed the supplementary advice for schools, “Sex and relationships education for the 21st century” which was published by the PSHE Association in February 2014.
- Keeping Children Safe in Education (DfE September 2016) stipulates that it is essential that children are taught about online safeguarding and are safeguarded from potentially harmful and inappropriate online material
- In March 2017 the government laid an amendment to the Children and Social Work Bill to re view the existing guidance This will follow the consultation that ended in February 2018 recognising the need for reform “in recognition of the fact that children need more support to navigate growing up in an increasingly complex and digital world.
- The new guidance, which all schools must have regard to, is to come into effect from September 2019 and will require students to be taught:
 - safety in forming and maintaining relationships,
 - the characteristics of healthy relationships,
 - how relationships may affect mental and physical health; and schools will also be required to publish and make available a policy on the subject.

Schools have a duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between students, tackle all types of prejudice - including homophobia - and promote understanding and respect, enabling schools to meet the requirements, and live the intended spirit, of the Equality Act 2010.

3. Principles and Aims

The following principles and aims underpin Relationships and Sex Education at Castle Hall Academy:

- Effective Relationships and Sex Education is a partnership between home and school;
- Relationships and Sex Education is relevant to all students at each stage in their development and should support each individual as they grow and mature, helping them to keep themselves safe

from harm, both on and offline, enjoy their relationships with others and build confidence in accessing services if they need help and advice;

- Relationships and Sex Education should be set within the wider school context and the diverse context of students' own cultures and beliefs, diversity of family types and circumstance;
- Relationships and Sex Education should encourage students and teachers to share and respect each other's views and different sexual orientation and identity, without the promotion of any particular view point;
- Relationships and Sex Education should generate an atmosphere where questions and discussion can take place without stigma or embarrassment;
- Relationships and Sex Education recognises 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 and educational providers;
- Through Parent Information Evenings we also to aim to advice, inform and students' families on issues around digital safety and personal well-being that connect with the RSE programme their children are following in school.

The RSE Policy has three main learning elements:

1. Attitudes and Values

- learning about different types of relationships, including friendships, family relationships, romantic and intimate relationships;
- appreciating the value of commitment and of stable and loving relationships (including within marriage and civil partnership);
- understanding safe online behaviours and encouraging the use of digital communications to promote well-being, respect and consideration;
- maintaining a questioning approach to information, particularly online content, and challenging myths, misconceptions and false assumptions about "normal" behaviour;
- promoting equality in relationships, recognising and challenging inequalities, particular those linked to a person's gender and sexual orientation; □ appreciating the different experiences and needs of different individuals, including those between boys and girls

2. Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- learning how relationships may affect health and well-being, including the importance of good mental health and resilience;
- learning how to recognise and build healthy relationships, including self-respect and respect for others, commitment, boundaries and consent, tolerance, and empathy;
- learning how to manage conflict, and also how to recognise unhealthy relationships, including bullying, coercion and exploitation;
- developing an appreciation and acceptance of the consequences of choices made;
- developing body-confidence and general self-esteem;
- developing the self-knowledge and strength of character to avoid, resist and manage inappropriate pressures or advances (both as exploited or exploiter)

2. Knowledge and Understanding

- learning about the physical and emotional changes that happen with puberty and understanding the way our bodies and feelings change as we grow and develop;
- learning about human sexuality, reproduction, sexual health and contraception; learning about contraception and the range of local and national sexual health advice, contraception and support services;

- developing awareness of the realities and impact of sexual exploitation and abuse, pornography, domestic violence and sexual bullying, the associated legal frameworks and the support systems available;
- learning about peer pressure and the pressures from digital technologies, including photo-manipulation, on body confidence, consent and expectations around sex and relationships;
- understanding the legal framework around RSE topics, including consent, prejudice, hate-crime, pornography and child pornography, malicious communications, bullying and coercion;
- risks associated with digital technologies, including cyberbully, the misuse of social media, including harassment, cyber-bullying, sexting and live-streaming, and the solutions and support that is available for when things go wrong

4. Outcomes

The RSE programme aims to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. It is designed to help students keep themselves safe from harm, both on and offline, enjoy their relationship and build confidence in accessing relevant services if they need help or advice. It will provide the information and guidance that will help reduce early sexual activity, teenage conceptions, sexually transmitted infections and the risks of sexual exploitation and abuse, domestic violence and bullying.

Relationships and Sex Education should build self-esteem and self-awareness, promote emotional well-being and improving students' ability to achieve in school. It should provide all students with a better understanding of diversity and inclusion, a reduction in gender-based and sexual-orientation based bullying and violence and a firm grasp of the difference between consenting and exploitative relationships.

The delivery of RSE should also promote the partnership between home and school, providing a source of support and advice for parents and families.

Our RSE programme aims to deliver the following outcomes for students:

- a positive values and a moral framework that will guide their decisions, judgements and behaviour;
- the self-esteem, confidence and knowledge to allow them to value themselves and respect others, accepting and understanding diversity and difference.
- the ability to judge what kind of relationship they want and the self-confidence to be able to reconsider and change their mind.
- an understanding of the risks presented by the internet, the knowledge that people online may not be who say they are and content may be inaccurate, mischievous or malicious.
- A strong awareness of the risks that can be presented by their online profiles and digital footprints and the importance of keeping all personal digital content secure.
- An awareness of the sources of help and the skill for issues around sex and relationships both online and in actuality, and the confidence to access confidential health advice (including mental and emotional health and advice regarding sexual identity), support, guidance and treatment if necessary or appropriate.
- an understanding of the systems that can be used to report online concerns, and the knowledge and confidence to use them when required, including reporting inappropriate online content, cyber bullying and harassment, sexting, grooming and exploiting.
- the skills to communicate effectively using appropriate terminology for sex and relationship issues;

- an understanding and appreciation of the arguments for delaying sexual activity and for sex to be part of a long term, loving, consensual and equal relationship.
- a knowledge of laws that relate to sex and relationships, particular with regard to consent, prejudice and “hate crimes” and online activity, including malicious communications and the possession, transmission and distribution of pornographic content online.
- sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV;
- an understanding of how to behave responsibly in their social, emotional and romantic relationships with others;
- an awareness of their sexuality and understand human sexuality, challenge sexism and prejudice, and accept LGBTQ+ and gender fluidity in themselves and others;
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5. Delivery of RSE

Castle Hall Academy delivers Relationship and Sex Education through its Alternative Curriculum Day Programme, National Curriculum Science and Faith, Belief and Culture education. Issues are also addressed in other curriculum subjects; see subject documentation to cross reference links. The ACD programme can be identified clearly within the academy’s strategic calendar. Planning and resources are readily available on line and are distributed well in advance.

6. RSE delivery year by year:

- Year 7 - To help students understand changes at puberty, and to help them deal with different issues associated with puberty; gender differences; feelings and mood changes; exercise, sleep and hygiene and aspects of internet safety relating to RSE. Issues around consent, peer pressure and bodily autonomy
- Year 8 - Human rights; Peer pressure; stereotypes; talking about puberty, sexuality, healthy (and unhealthy) relationships, consent, sexual bullying. Continued work around internet safety and appropriate use of the internet in relation to RSE issues (including sexting, live streaming and privacy), “Digital Citizenship”.
- Year 9 - The law regarding sexual activity; sexually transmitted infections; information about sexual health services; contraception and internet safety (including pornography, sexting and the legal framework), body confidence, mental health and well-being, healthy (and unhealthy) relationships, consent and sexual exploitation.
- Year 10 - Communication skills, assessing risk, sexism and double standards and positive sexual attitudes, pornography and understanding its influence and how this relates to internet safety, what is a relationship and qualities in a partner.
- Year 11 - Equal Opportunities: domestic violence and abusive relationships, sexual identity and continued work around internet safety.

Most of the RSE delivery take place within Alternative Curriculum days (with support from professionals where appropriate and available) at Key Stage 3 and Registration activities at Key Stage RSE lessons are set within the wider context of the PSHE curriculum and focus on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the Science Department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. Digital Safety is a significant component of the Computer Science curriculum at Key Stage 3. Any RSE lesson 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

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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.

7. Inclusion

All children and young people - whatever their experience, background and identity - are entitled to quality Relationships and Sex education that helps them build confidence and a positive sense of self, and to stay healthy. All classes include students with different abilities and disabilities, experiences and backgrounds, gender and sexual identities. To encourage students to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflect the diversity of the school community, and help each and every student to feel valued and included in the classroom.

Teachers should never assume that all intimate relationships are between opposite sexes. All sexual health information should be inclusive and should include LGBT people in case studies, scenarios and role-plays.

Boys and girls can explore topics from a different gender's point of view, and a variety of activities - including practical tasks, discussions, group activities and competitions - can provide something for everyone.

Ethnic and Cultural Groups

Castle Hall Academy is a very diverse community and we intend our policy to be sensitive to the needs of different ethnic and religious groups. For some young people it is not culturally appropriate for them to be taught particular topics in mixed groups and we respond to these needs as appropriate. We will respond to parental requests and concerns as expressed to the school via the pastoral system or the curriculum route to respective heads of department.

Students with Special Needs

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.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

8. Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the RSE except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements for students in such cases.

Parents are encouraged to discuss their decisions with staff at the earliest opportunity; this may be via the tutor, the pastoral team or directly to the head of department. We work closely with our parent community to ensure channels of communication are open and accessible to parents on these and other issues. The DfE Policy Statement of March 2017 indicates that the parental right to withdraw their child from sex education against the child's own wishes is no longer consistent with English case law. The Secretary of State is committed to providing further advice on this.

Informing parents/carers

Before any group embarks on its RSE programme, parents/carers are informed by letter of their right to withdraw their child from RSE lessons and given an overview of the topics their child will be covering.

Parents/carers will be reminded that a copy of this policy is available on request and they can view teaching resources used in the delivery of RSE.

9. Confidentiality, Controversial and Sensitive Issues

- Teachers cannot offer unconditional confidentiality in a case where a teacher learns from a student under 16 years 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.
- Child Protection issues will be considered, and referred if necessary to the Designated Safeguarding Lead (DSL).
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.
- In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed.
- 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.

10. Monitoring and Evaluation of Relationships and Sex Education

It is the responsibility of the SLT member line managing the coordination of PSHE to oversee and organise the monitoring and evaluation of the PSHE programme, in the context of the overall school plans for monitoring the quality of teaching and learning. Delivery of RSE through registration, assembly and other activities will be one of the components of the regular pastoral review for each year group. Please read in conjunction with other school policies on safeguarding, internet safety, behaviour and anti-bullying policy.

- Student questionnaires;
- Staff questionnaires;
- Discussion - student council, governors, parents;
- Student feedback and self-assessment;
- Teacher evaluation of lessons and input from outside agencies