



The aims of Sex and Relationship Education

The aims of Sex and Relationship Education are:

- to develop knowledge and understanding about growth, development and human reproduction;
- to foster self-esteem, self awareness and a sense of moral responsibility;
- to develop the skills to avoid and resist unwanted sexual experience;
- to encourage exploration of values and attitudes;
- to consider sexuality and personal relationships;
- to develop communication and decision-making skills;
- to develop healthy relationships and raise awareness about online safety;
- to be taught the facts about the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- to be aware of sexual consent, exploitation, abuse, grooming and domestic violence in an age-appropriate way.

The Framework for RSE

This area of the curriculum is organised using the principles of The Framework for RSE, launched in June 2019.

These are:

- Effective Sex and Relationship Education is essential if young people are to make responsible and well informed decisions about their lives;
- The objective of Sex and Relationship Education is to help and support young people through their physical, emotional and moral development;
- Sex and Relationship Education plays an important role, alongside other aspects of the curriculum and Academy life, in helping students deal with difficult moral and social questions;
- As part of Sex and Relationship Education, students should be taught about the nature and importance of marriage for family life and bringing up children;
- Secondary students should learn to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health;
- Sex and Relationship Education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.

What is Sex and Relationship Education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

It has three main elements:

- attitudes and values;
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas;
 - developing critical thinking as part of decision-making.
- personal and social skills;
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict; and
 - learning how to recognise and avoid exploitation and abuse.
- knowledge and understanding;
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - learning about the range of local and national sexual health advice and support services;
 - learning the reasons for delaying sexual activity and the benefits to be gained from such delay; and
 - the avoidance of unplanned pregnancy.

Organisation and Content of the Sex Education Programme

Sex and Relationship Education is taught to students through their PHSCE, RE, tutorial programmes and Science.

Detailed schemes of work are available in the relevant department handbooks.

Our RSE curriculum will cover the following:

Families

- 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

- the characteristics of positive and healthy friendships (in all contexts, including online) including: 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 (e.g. 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.

Online and media

- 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 e.g. 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

- 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). Intimate and sexual relationships, including sexual health Pupils 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, 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 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/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

Teaching Methods and Staffing

The programme is co-ordinated by the PHSCE coordinator. It is taught by a team of Teachers from different subject areas and through immersion days.

The approach used is left to the individual Teacher concerned, though there are guidelines for this as well as for lesson content, supporting materials and visual aids to be used with students. These will be used in conjunction with this Policy document.

To review the effectiveness of the programme, review meetings will be held. Within the classroom, individual Teachers assess the comprehension of the issues covered through questioning and discussing topics with the students as well as through written work.

The resources are selected by the PHSCE coordinator in conjunction with the teaching staff and subject leaders responsible for the delivery of the programme.

A selection of suitable resources is available for teaching staff to use for reference purposes and to be used with teaching groups.

Outside speakers are invited where appropriate.

Staff Development

Any member of staff can request appropriate Continuing Professional Development for the development of this knowledge of Sex and Relationship Education and its delivery.

Specific Issues

Confidentiality: Any information of a confidential nature given by a student to a member of staff is passed on to the designated member of staff for Child Protection.

Child Protection Procedure: Members of staff are NOT permitted to initiate conversations with individual students about sexual or any other type of abuse. If approached, staff can only listen and then pass the information on to the designated member of staff for Child Protection.

Child Withdrawal Procedures: If a Parent requests their child is withdrawn from Sex Education lessons, the PHSCE Coordinator will make alternative arrangements. Relationships education is compulsory for all pupils. Any Parents with concerns about the content of the programme can be sent full details.

Bullying: See Behaviour Policy

Complaints Procedure: see the TALA Complaints Policy.

HIV: At the present time, the 'HIV and AIDS Guide DFE 1991' states that there is no statutory requirement to report cases of HIV or AIDS to the medical authorities.

Pupils with additional educational needs: As far as appropriate, young people with special education needs follow the same RSE programme as all other students.

Working with Parents

The Academy Prospectus makes it clear that Sex and Relationship Education is included as part of the Academy curriculum at various stages in a student's career and that Parents do have the right to withdraw their child from such lessons. The procedure for exercising that right is explained in the prospectus. It is the policy of this Academy to encourage Parents to allow all children to take part in these lessons.

Any Parent wishing to discuss Sex and Relationship Education is able to do so with the PHSCE Coordinator or a member of the Senior Leadership Team.

Equal Opportunities

The teaching programme is offered to all students.

Dissemination of the Policy

A copy of this Policy document is included in the handbooks of the curriculum areas which deal with Sex and Relationship Education and is, as explained, in the Academy prospectus. The prospectus is available for inspection by Parents or other interested parties in the Academy during normal working hours but parents may request an individual copy to take home.

Monitoring and Evaluating the Policy

Individual Teachers will evaluate the effectiveness of the programme from monitoring the discussions and work that takes place in their lessons and how these develop as the students gain knowledge in the subject.

Review meetings are held to discuss the current syllabus and any alterations or adaptations that might be necessary.

Policy Review

The effective date of this reviewed policy is January 2023.