

## **DUDLEY ACADEMIESTRUST**

### Relationships and Sex Education

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## Introduction

At **[insert name of academy]** we want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. In secondary school teaching they will build on the knowledge acquired in the younger years and develop further learners' understanding with an increased focus on risk areas such as intimate relationships and sex.

The academy would like to emphasise that by providing comprehensive Relationship and Sex Education we are not encouraging learners to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that learners may have all the background knowledge they need to make informed decisions and responsible choices as they mature.

The aims of Relationships and Sex Education (RSE) at our academy are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help learners develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach learners the correct vocabulary to describe themselves and their bodies.

Through the provision outlined in this policy we also aim to raise learners' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. It is our intention to teach learners to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our learners to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the necessary tools that will enable them to seek information or support, should they need it, both during their school years and in the future.

## Statutory Requirements

As a secondary academy we must provide RSE to all learners as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in [section 403 of the Education Act 1996](#).

## Policy Development

This policy has been developed in line with statutory guidance from the Department for Education, with input from our expert staff and in consultation with all staff, learners and parents/carers. The consultation and policy development process involved the following steps:

- Review: Staff worked together to collate all the relevant information including relevant national and local guidance.
- Staff consultation: All staff had the opportunity to review the policy and make recommendations. The policy was also discussed during training sessions.
- Parent/stakeholder consultation: Parents/carers were invited to complete an electronic document to provide feedback the policy.
- Ratification: Once amendments were finalised, the policy was shared with the Board of Trustees and ratified.

Parents/carers are given the opportunity to discuss this policy at parents' evenings, and teaching and non-teaching staff are invited to discuss it during training sessions.

## Definition

The RSE curriculum is part of the whole academy Personal, Social, Health and Economic Education (PSHE) curriculum, which is planned and designed to be age appropriate, under the following themes:

- Relationships (families and friends).
- Health and Wellbeing.
- Living in the Wider World.
- My Future Self.
- Online / Digital.

RSE topics fall under all of these themes and are taught within the PSHE curriculum, but may also be covered across the curriculum in subjects such as science.

RSE is about the emotional, social and cultural development of learners, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## Implementation and Curriculum

Our curriculum is set out as per [Appendix I](#) but we may need to adapt it as and when necessary.

It is important that we implement our RSE policy consistently throughout the academy and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the learners in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our learners to make informed decisions regarding sex and relationships. It is important that learners know the difference between fact, opinion and belief.

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

For more information about our curriculum, see our curriculum map in [Appendix I](#).

## Guest Speakers

We may invite guest speakers into the academy to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge learner's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

## Terminology

Learners will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

## Dealing with Difficult Questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from their manager.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this may include:

- an anonymous question box; this will enable learners to feel more comfortable to ask questions without being identified.

## Learners with Special Educational Needs

The academy works hard to ensure that all aspects of the academy curriculum are inclusive and support the needs of learners of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE.

The academy will use a variety of different strategies to ensure that all learners have access to the same information. Some of these include:

- Interactive teaching methods.
- Use of expert guest speakers.
- Practical activities.
- Group and paired activities.

For more information about our RSE curriculum, see [Appendices 1](#) and [2](#).

## Roles and Responsibilities

### The Board of Trustees

The Board of Trustees will approve the RSE policy, and hold the Principal to account for its implementation.

### The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw learners from non-statutory components of RSE.

### Staff

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

At **[insert name of academy]**, the following members of staff are responsible for teaching RSE to our learners:

- **[insert name/role of those responsible for teaching RSE].**

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual learners.
- Responding appropriately to learners whose parents/carers wish them to be withdrawn from the non-statutory components of RSE.

### Learners

Learners are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## Parents'/Carers' Right to Withdraw

The academy aims to keep parents/carers informed about all aspects of the RSE curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the academy will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in the academy.

Parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers do have the right to withdraw their children from some or all of the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in [Appendix 3](#) of this policy and addressed to the Principal. Parents/carers will then be invited into the academy to discuss the request to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving in this important education and any detrimental effects that withdrawal might have on their child e.g. the

emotional and social effects of being excluded as well as the likelihood of their child hearing their peer's version of what was learned in the class rather than what was delivered by the teacher.

Unless there are exceptional circumstances, the academy will respect the parents/carers request to withdraw their child. Requests from parents/carers must be made annually for consideration.

Alternative work will be given to learners who are withdrawn from sex education.

## **Complaints**

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the academy and follow the academy's complaints policy.

## **Equal Opportunities**

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the academy's behaviour policy.

## **Safeguarding and Confidentiality**

We hope to provide a safe and supportive community within our academy where learners feel comfortable seeking help and guidance on anything that may be concerning them about life either at the academy or at home. Training around confidentiality will be provided to all staff.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the academy's child protection and safeguarding procedure should be followed.

Personal information about learners who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must only be shared with the Designated Safeguarding Lead as is outlined in the academy's child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the academy's staff disciplinary and grievance procedures.

If a staff member is approached by a learner under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the learner is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the learner to talk to their parent or carer. Learners may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible.

- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a learner under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Learners can be signposted to external agencies and the voluntary sector for further advice, support or guidance if requested.

Learners with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from their SEN Coordinator to decide what is in the best interest of the child.

## **Training**

Staff are trained on the delivery of RSE through staff inset, sharing of good practice and distribution of literature and resources. This is supported by the use of EduCare online CPD for RSE.

The academy will also invite visitors from outside the academy such as school nurses or sexual health professionals, to provide support and training to staff who are delivering the RSE curriculum.

## **Monitoring Arrangements**

The educational and personal needs of our learners develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our learners, depending on their age and stage of personal development. For this reason, we review the RSE curriculum termly and will inform parents/carers of any revisions to the academy's policy or sex education curriculum where necessary.

The academy will review this policy annually, evaluating its effectiveness by taking into account feedback from learners, staff and parents, as well as what has come to light through lesson observations and information we receive from national reports and curriculum reviews.



## Appendix I: Relationships and Sex Education Curriculum Map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Spring 1	What factors make a positive relationship? <ul style="list-style-type: none"> <li>– What is most important to me in my relationships with friends, family?</li> <li>– What makes a relationship happy or unhappy?</li> <li>– What communication skills would help me in my relationships?</li> </ul>	
Year 8	Summer 2	What are the protected characteristics? <ul style="list-style-type: none"> <li>– Sex, gender, race, religion or belief, sexual orientation, disability, gender reassignment, pregnancy and maternity and marriage and civil partnership. Understand how stereotyping can cause harm for people.</li> </ul>	

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## Appendix 2: By The End of Secondary School Learners Should Know

TOPIC	LEARNERS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>– That there are different types of committed, stable relationships.</li> <li>– How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>– 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.</li> <li>– Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>– The characteristics and legal status of other types of long-term relationships.</li> <li>– The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting.</li> <li>– 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.</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>– 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).</li> <li>– That in the academy and in the 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.</li> <li>– About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>– That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>– What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>– 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.</li> </ul>
TOPIC	LEARNERS SHOULD KNOW

Online and media	<ul style="list-style-type: none"> <li>– Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>– 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.</li> <li>– Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>– What to do and where to get support to report material or manage issues online.</li> <li>– The impact of viewing harmful content.</li> <li>– 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.</li> <li>– That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>– How information and data is generated, collected, shared and used online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>– 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.</li> <li>– 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).</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>– 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.</li> <li>– 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.</li> <li>– The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>– That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>– That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>– The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>– The facts around pregnancy including miscarriage.</li> </ul>

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|  | <ul style="list-style-type: none"><li>– 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).</li><li>– 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.</li><li>– About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li><li>– How the use of alcohol and drugs can lead to risky sexual behaviour.</li><li>– How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li></ul> |
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## Appendix 3: Parent/Carer Form: Withdrawal from Sex Education Within RSE

**TO BE COMPLETED BY PARENTS**

Name of Child		Class	
Name of Parent/Carer		Date	
Reason for withdrawing from sex education within relationships and sex education.			
<p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-15deg);">DRAFT</p>			
Any other information you would like the academy to consider			
<p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-15deg);">DRAFT</p>			
Parent/Carer Signature			

**TO BE COMPLETED BY THE ACADEMY**

<p>Agreed actions from discussion with parents/carers</p>	<p>Include notes from discussions with parents/carers and agreed actions taken.</p> <p>E.g.: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.</p>
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