



# Relationship and Sex Education Policy

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# DOCUMENT CONTROL

## Who is this policy for?

All Academy Stakeholders - Staff, parents & carers, Governors and Pupils

## Author

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1

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## Revision History

REVISION	DATE	DESCRIPTION	AUTHOR
1	05/06/2020	New policy created	Sarah Gill
2	21/06/2021	Personalised	Jon Boulton

## 1. AIMS

The aims of sex and relationship education (RSE) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure the delivery of RSE is factual, sensitive and balanced. Staff will avoid the imposition of personal opinion. Instead they will stay focused on the social, moral, spiritual, health and education aspects of the topics.
- RSE promotes meaningful, loving and healthy relationships

The RSE policy is underpinned by the ethos and values throughout the school.

## 2. STATUTORY REQUIREMENTS

Under the Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All maintained secondary schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2019)
- Children and Social Work Act (2017)

### 3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents.

### 4. DEFINITION

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. At Goole Academy RSE is centred on personal safety, caring for others and building strong family relationships. This is coupled with teaching students about sexual health (including safe sex), and sexuality.

Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. RSE at Goole Academy is intended to help students learn about relationships, emotions, sexuality and sexual health. We aim to present relevant facts in an objective and balanced manner.

Lessons are set in the context of the family, friends and wider societal issues and address responsibilities that arise from within these relationships.

RSE at Goole Academy will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

**RSE is not about the promotion of sexual activity.**

### 5. DELIVERY OF RSE

RSE is part of the Personal, Social, Health and Economic (PSHE) education curriculum and is delivered through the EPC programme of Study. This may be in lessons, Drop Down Days or form learning time. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE), also delivered through EPC.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness

- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work.

Across the faiths, there is obviously some variation in attitudes and outlooks in regard to Relationships and Sex. The teaching of RSE at Goole Academy is respectful of all cultural and religious differences.

The teaching of RSE at Goole Academy is in line with outcomes outlined within the ECM framework, specifically, “Be Healthy” & “Stay Safe”.

## 6. ROLES AND RESPONSIBILITIES

### 6.1. The Academy Advisory Board

The academy advisory board has delegated the approval of this policy to Julian Harrison.

### 6.2. The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 7).

### 6.3. Staff

#### **The Teaching of Relationships and Sex Education**

RSE will be taught across the curriculum but specifically in EPC lessons and science. Form tutors, teachers and external professionals may also deliver elements of RSE and certain aspects of the programme.

Staff are guided by the Fraser Guidelines\*, which provide guidance for health and education professionals and details of these are provided in the DfE Relationships and Sex Education (2019) guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Relationships Education – Primary

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

We make it clear to pupils what our procedures are with regard to confidentiality. Similarly, if questions are asked in class or in assembly adults will follow agreed practice based on DfE guidance 2019. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

In the instance of a disclosure, staff will consult with the designated safeguarding lead Kirsty Holt and in their absence the deputy safeguarding Lead / Head of Academy or Principal.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive. Staff will use their judgement in discussion depending on understanding and maturity level of learners.
- Use their professional judgement as to answering questions in front of the whole class or individually taking into account the Child Protection Policy and Safeguarding Policy.
- Encourage learners to ask their parents/carers any question outside the planned programme.
- Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Have designated adults that learners know of to go to if they wish to talk.

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.

## RSE resources:

RSE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased messages
- Age and understanding appropriateness.

## 6.4. Pupils

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

## 7. PARENTS' RIGHT TO WITHDRAW

The new legislation brought in through the Children and Social Work Act 2017 brought important changes in relation to parental rights to withdraw children from school RSE:

1. Parents will not be able to withdraw their child from relationships education in primary school or secondary school.
2. At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science). **However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16).**
3. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record and on CPOMS. The Principal will discuss the request with parents and take appropriate action.
4. Alternative work will be given to pupils who are withdrawn from RSE.

## 8. TRAINING

Staff are trained on the delivery of RSE as part of their induction and it is included in the continuing professional development calendar.

School nurses or sexual health professionals, may provide support and training to staff teaching RSE.

## 9. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Anna Bakes through:

- *Book looks,*
- *Regular learning walks,*
- *Ongoing review of curriculum and delivery of content, in line with local priorities.*

The EPC/ RSE team plan and monitor the delivery of the RSE programme and ensure that all aspects of RSE are covered as defined in government guidance especially the National Curriculum for PSHE- "personal wellbeing". The programme is reviewed on an annual basis.

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

As part of effective RSE provision, this policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

## *RSE Lessons for Life*

# BigTalk Education's 2021 Secondary Programme

In 2016 Barnardo's conducted a survey of over 1,000 young people aged between 11-15 years old, of these 74% said that all children would be safer if they had sex and relationship education suitable for their age. However, the quality of RSE provision across the UK is a lottery, in fact findings from another 2016 survey carried out with 2,000 young people by the Sex Education Forum found that:

- Half of the young people did not learn how to get help if they had been abused.
- 53% did not recognise the signs of grooming for sexual exploitation.
- More than 4 in 10 had not learnt about healthy or abusive relationships.
- 34% had not learnt about sexual consent.

At BigTalk Education we are committed to ensuring as many children and young people as possible receive high quality age appropriate relationship and sex education. Our programme for secondary schools ***RSE Lessons for Life***, provides a broad range of lessons, which can be used as a whole scheme of study across the school, or as standalone lessons to enhance a school's own taught programme. A report by Barnardo's in 2018†, that conducted a broad literature review of past research that explored what young people think RSE should be like. They concluded that young people often feel more comfortable being taught RSE by someone from outside of their school, like BigTalk Education's specialist facilitators, as they find it is less embarrassing, they feel that specialists provide greater confidentiality and can result in a higher quality of delivery.

Our team focus on delivering factual information with no political or religious bias. However, our lessons and our team have an established set of values that we adhere to. These are respect, honesty, sensitivity, tolerance, trust, equality, empathy, support and empowerment.



The information below includes the lessons recommended for each school year group if taught in a whole programme. Each lesson is different with bespoke activities, resources and discussion topics designed to be delivered in a class room setting by our specialist facilitators.

The sessions have been split into two categories. The first are **Essentials**, these are core curriculum which cover the fundamental topics necessary for school to deliver. The second are **Emerging**, these sessions cover topics that young people want to be included in RSE in the 21<sup>st</sup> century. These sessions are an excellent way to enhance your schools' existing lessons where you may already cover some of the more traditional elements of RSE but want to ensure your pupils are adequately safeguarded in the digital age.

All workshops are delivered within a single school period of 50 minutes to one hour. Some schools may choose to have our team visit on a drop-down day, whilst others choose to timetable regular lessons over the course of a few weeks, our team of 13 experienced staff are able to deliver a solution to suit your students and your school timetable!

## Essentials:

### Year 7+

- **Introduction to Secondary RSE** – The basis of knowledge of year 7 pupils can vary considerably dependent on the quality of their primary RSE provision or lack thereof. This lesson is designed to establish knowledge levels, ensure consistent accurate knowledge of core topics and back fill gaps. Themes covered include proactive safeguarding, reproduction, puberty, relationships, body image, gender and reliable sources of information.

### Year 8+

- **RSE Building on the Basics** – In year 8 we address core themes within RSE, myth busting common misconceptions of young people around sex, risky behaviour, pregnancy, rights and responsibilities, as well as the law. The young people work with the team to clarify definitions of terms they have heard but may not understand, as well as answering questions in a safe confidential environment.
- **Developing feelings** – We work with the young people to discuss changes in friendships and relationships as they may begin to develop emotional and romantic attachments. This covers all types of relationships and as with all of our programme, is fully LGBTQ+ inclusive. The workshop covers a range of themes that affect relationships and young people's perception of what constitutes a healthy relationship. We address peer pressure, abusive relationships and gender stereotypes, as well as contemporary issues such as youth generated images (sexting), internet safety and the dangers of inappropriate websites which we demonstrate can warp a young persons' view of social norms.

### Year 9+

- **Infections and Protection** – At this point we introduce the young people to the dangers of sexually transmitted infections, ensuring they understand the short and long term effects, as well as which can be treated or cured, and which can't. The lesson includes information on safer sex, a demonstration of condoms and the local information relating to how, (when the time is right for them) to access them for free. Developing a greater awareness of the law, consent, better communication skills about safer sex and confidence to make good decisions are all objectives for this workshop.
- **Sex: Your Decisions** – Building on the themes of consent and contraception from the previous lesson, this session introduces more of the choices that young people need to consider before entering a sexual relationship. Covering the most up to date contraception information with details on efficacy, is critical to help young people make informed decisions. To underline the consequences of decision making, we highlight the effects of unplanned parenthood on potential mothers and fathers. We highlight the limited power of fathers in decision making, the effects of pregnancy for mothers, as well as the financial and lifestyle impact for both.

Year 10+ (Only where Year 9 workshops have already been delivered)

- **Mates, Dates, Loves, Hates** – This lesson is designed to aid young people identify abusive relationships and establish boundaries. Covering a wide range of abuse from verbal, emotional, financial, sexual and physical as well as isolation. By highlighting the warning signs of these we explore how young people could help their friends through these situations and where to get help, if they have concerns. To ensure the reinforcement of healthy relationships the team work with the group to discuss the positive qualities of their perfect partners.
- **Paths to Parenthood** – Suitable for year 10 onwards this lesson focuses on the routes to parenthood that today's young people may encounter. As the average age of parents rises, so does the number of young people that may require fertility treatment later in life. This lesson also includes the path to parenthood for LGBTQ+ people, which has historically not been covered in RSE lessons. It is also within this topic that we touch on termination, statistics show that one in three women will have a termination before the age of 45, so sharing information on this subject may be of relevance to a significant number of students in the future.

Year 11+

- **RSE: Show what you know** – This is often the age at which some young people are thinking of becoming sexually active, so we review the essential material to ensure that the key topics are front of mind for the group. Covering consent, contraception, condoms and the responsibilities of young people, we once again highlight the ever present, potential risks of STIs and unplanned parenthood as well as the positives of pleasure and healthy relationships.

### Emerging:

Year 7+

- **Body Image** – This lesson can be adapted for year groups from 7 right through to year 11. For both males and females outside influences can negatively impact body image, which can have repercussions on both mental and physical health as young people develop and into adulthood. By exploring how people think about their bodies, relative to media representations and social stereotypes (such as weight and gender) we relate this to self-esteem and body confidence.
- **Friend or Foe?** – This lesson raises awareness of personal safety, questioning what is normal, realistic and age appropriate in relationships, giving tips for spotting potential grooming and exploitation.

Year 8, 9, 10

- **Reality Check** – Whether it be video games, social media, Netflix, reality TV or adult websites, young people can easily and readily access media that represent relationships, sex, body image and gender in unrealistic and often highly sexualised ways. This lesson is designed to support pupils in navigating fictional and hyperbolic representations, helping them to understand that these do not represent natural, healthy relationships. We also address how to stay safe when looking for information about sex and relationships online and introduce trusted sources of factual information.

Year 9, 10, 11

- **New Friends** – This lesson suitable for years 9 through to 11 is exclusively about child sexual exploitation, the session addresses grooming in an offline setting and how this can escalate from assumed friendship to sexual exploitation. Our resources for this lesson draw comparisons of healthy and unhealthy relationships to distinguish exploitation from relationships with trust and respect. As CSE is often reported to friends first, we discuss with the pupils what they should do if a peer makes a disclosure of abuse or exploitation to them.

Year 10 - 11

- **Realities of Parenthood** – Suitable for either year 10 or 11, this workshop often includes a Question and Answer session with a new parent who will bring along their baby or toddler to the session. Details on what to expect during pregnancy as well as the lifestyle changes faced by new parents gives the young people insight on the true experience of parenthood, not the glamorised or heavily edited 'reality' of tv programmes or magazines. Myth busting of financial implications for young parents and the stress and strain of caring for a baby on relationships (including friendships) are core to this lesson.

We listen carefully to the thousands of children and young people we work with to identify emerging trends and issues that matter to them. Our programme is continually evolving to respond to the needs of young people growing up in contemporary culture. If you have a requirement for an RSE lesson provider in a topic area that is not listed above, please get in touch as we have a wide range of resources and lesson plans not included in our current programme above. We are also able to create bespoke lessons based on school or community requirements as we have done previously with in conjunction with the gypsy traveler voice project amongst others.

Sources:

† [http://www.barnardos.org.uk/involve\\_us\\_respect\\_us\\_web.pdf](http://www.barnardos.org.uk/involve_us_respect_us_web.pdf) 'Involve us, respect us: Engaging young people in relationships and sex education', Barnardo's, Accessed 17th September 2018