Relationships and Sex Education Policy (from 2020)

Buile Hill Academy

Approved by:	Anna Simmons	Date: 18th July 2020
Last reviewed on:	18th July 2020	
Next review due by:	4th January 2021	

Contents

1. Aims

The aims of relationships and sex education (RSE) at our school 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

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils 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.

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

3. Policy development

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

1.   Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2.   Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3.   Parent/stakeholder consultation – parents were invited to give their opinion on what they would like their child to get out of the RSE Curriculum. This was done through parent forums at different parents evenings.

4.   Pupil consultation – we investigated what exactly pupils want from their RSE

5.   Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, 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.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RE is also taught through PSHE in a strand of his own.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. Sessions delivered by the Brooke help with student understanding of the sex education topic.

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 about our RSE curriculum, 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 sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The Local Academy Board

The Local Academy Board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher/ Principal

The Headteacher /Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

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 non-statutory components of RSE

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 headteacher.

All form tutors are responsible for teaching PSHE, and therefore the RSE strand within it. The head of Faculty (Ethan Birds) and SLT link for PSHE (Tracey Offord) are responsible for overseeing the quality of teaching in this area.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Where pupils are withdrawn from sex education, the process will be documented and we will ensure that the pupil still receives appropriate, purposeful education during the period of withdrawal.

Alternative work will be given to pupils who are withdrawn from sex education. This work will be in relation to other areas of the PSHE curriculum taught at Buile Hill Academy. For example, work from PSHE strands; health and wellbeing and living in the wider world.

Parents cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. Furthermore, The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from. Both the above are policies of the department for Education not Buile Hill Academy.

9. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Ethan Birds Head of Faculty and Anna Simmons SLT link for PSHE through:

To Monitor this process learning walks will take place during lessons to ensure high teaching standards are being delivered across the school. Work scutanies will also take place. Students books will be called randomly again to check student progress and the quality of teaching across the school.

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

This policy will be reviewed by Ethan Birds, Head of Faculty, every year (September) At every review, the policy will be approved by the headteacher, Jon Marsh.

Appendix 1: Curriculum map

Year 7

Key - PSHE Strand	Living in the wider world	Health and Wellbeing	Relationships, Sex Education	Religious Education	External	

Yr7	Lesson1	lesson 2	lesson 3	lesson 4	lesson 5	lesson 6
Understanding myself - Half Term 1	Tranistion	Building resilience and wellbeing (H2)	How are you unique? (H1)	How does social media make you feel about yourself? (H3)	How do you look after your mental health? (H6,H7)	Responding to setbacks (H9)
Staying healthy and safe - Half Term 2	Being independent (H30)	Personal hygiene (H19,H20)	Legal and illegal substances (H24,25)	Reducing risks (H27)	A balanced lifestyle (H13)	Healthy food choices (H17, H18)
British values and debate - Half Term 3	Respect	Rule of law	Democracy	Individual liberty	Debate	Debate
Religious education - Half Term 4	Daily practices of different religions	Beliefs about men and women	Religious texts	Religion in the local area	Early religion	Religious festivals
Growing Up - Half Term 5	Managing puberty (H34)	Managing change (H34)	Different families (R1)	Abusive behaviours (R37)	Bullying (R38)	Digital footprint
Relationships - Half Term 6	Healthy relationships (R2)	Different types of relationships Culture) (R3)	Safe relationships (R10)	Online relationships (R7)	Teamwork (R15)	Leadership

Year 8

Yr8	Lesson 1	lesson 2	lesson 3	lesson 4	lesson 5	lesson 6
Healthy Lifestyles - Half Term 1	Negative opinions and comments (H4)	Physical activity and physical welbeing (H14)	Physical activity and mental health (H14)	Healthy coping strategies (H10)	Healthy eating choices (H17, H18)	FGM (H22)
Unhealthy lifestyles - Half Term 2	Legal and illegal substances (H26)	Alcohol (H24,H25,H26)	Nictotine and vaping (H26)	Risks and consequences of substance misuse (H27)	Gaming and inactivity (H15, H16)	county lines (H28)
Careers education - Half Term 3	Dreams and Aspirations	Careers of the future	Part time jobs	Pay and salary	Managing money	Starting to think about options
Religious education - Half Term 4	Life after death	Key religious leaders	Media controversies	Sociological views	Philosophy- what is it?	Theology - What is it?
Relationships - Half Term 5	Similarities, differences and diversity (R3)	Varitey of Relationships (R14)	Sex, gender, identity and sexual orientation (R4)	Sex, gender, identity and sexual orientation (R4)	Love and sexual relationships (R18)	grooming and CSE (R37)
Evolving relationships - Half Term 6	Risks of unprotected sex (R33)	The law and sex (R25)	Consent (R24,25,26)	Sexual images and risks (R29,R30)	First aid	First aid

Year 9

Yr9	lesson 1	Lesson 2	lesson 3	lesson 4	lesson 5	lesson 6
Work experience - Half Term 1	Professional, practical and Vocational jobs	Professional skills audit	Interview techniques: First impression, eye contact and body language	Interview techniques: speaking and listening	CV and personal statment writing	Presentation skills
Understanding risk - Half Term 2	Drugs, alcohol and tobacco and the law (H26,H28)	Postives and negatives of drugs (H23)	Legal drugs and antibiotics (H23)	Addiction and gambling (H29,H32)	Legal highs (H26,H27,H28)	contraception (H35)
GCSE preperation and finance - Half Term 3	Favourite subjects and KS4 subjects	Post 16 - sixth form, college or apprenticships	Universities	Managing money: loans and credit cards	Managing money: Debit cards and overdrafts	Democracy/ voting
Religious Education - Half Term 4	Religion and citizenship	science, Arts and philosophy	science, Arts and philosophy	science, Arts and philosophy	morality and ethics	morality and ethics
...king resonsibility for health - Half Term	Importance of sleep (H15)	Unhealthy coping strategies (H11)	Helping others with their mental health (H12)	Benefits of exercises on menatal health (H14)	Sun safety and dentist (H19, H20)	Vaccinations and self examinations (H19,H20)
Being a responsible adult - Half Term 6	Trust in relationships (R10)	Marriage (R6)	Sex in the media (R8)	pornography (R8)	expectations in romantic relationships (R11)	Gangs (R45,R46,R47)

Year 10

Yr 10	lesson 1	lesson 2	lesson 3	lesson 4	lesson 5	lesson 6
Mental health - Half Term 1	Internal and external influences on confidence (H2)	Daily actions that affect mental health (H4,H5)	How to provide basic support (H6)	Change (H7)	Characteristics of helathy relationships (R1)	Warning signs (H8)
Physical Health - Half Term 2	Choice regarding sleep, diet and exercise (H11)	Choice regarding sleep, diet and exercise (H11)	STI's (H27,H28)	Unplanned pregancy (H33)	Screening (H14)	Consquences of substance misusue (H19,H20)
Religious Education - Being a good member of society - debate - Half Term 3	Families	War	Animal testing	Period poverty	Prison sentences - right or wrong?	Conscription
Knowing Myself - Half Term 4	Strengths and Weakness' (H1)	Media and body image (H3)	Decsions which affect health and wellbeing	Challenging mental health stigma (All areas)	Indicators of Unhealthy Relationshi (R2)	Revision Skills
Strength of character - Half Term 5	Media's influence on body image (H3)	Building resilience (H4)	Personal safety (H22)	Equlaity act 2010 (R5)	Spending time online (H12)	Cosmetic Procedures (H17)
Sexual relationships - Half Term 6	Diversity in romantic and sexual relationships (R6)	Different types of intimacy and consequences (R12)	Readiness for sex and impact of drugs and alcohol (R20)	Online relationships and sexual images (R22)	Ending Relationships (R12)	First aid booster

Year 11

Y11	lesson 1	lesson 2	lesson 3	lesson 4	lesson 5	lesson 6
Changing relationships - Half Term 1	Stable relationships: marriage/ civil partnerships (R4)	Contricpetion (R23)	Consent and readiness for sex (R21)	Unwanted attention (R16)	Managing grief (R13)	Choice and consequence - exam results
Sexual activity and substance misuse - Half Term 2	Pleasure in intimate relationships (R28)	Healthy pregancy (H30)	Miscarriage and support (H32)	Sexual health barriers (H29)	Support for unhealthy behaviours (H21)	Wider risks of substance misuse (H20)
Religious Education Choice - debate - Half Term 3	Abortion	Euthanasia	Contracteption and faith	Legal highs	Immigration	first aid booster
Your next steps - Half Term 4	Colleges and sixth form	Apprenticeships and minimum wage	Revision techniques	Part time work	University and student loans	World of work
Adult life - Half Term 5	Different Types of intimacy (H26)	Using the NHS (H14)	Blood, organ and stem cell donation (H15)	Warning signs or mental health concerns and treatments available (H8)	Assessing your own strengths and developments	Managing exam stress

Appendix 2: By the end of secondary school pupils should know

Topic	Pupils Should Know
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 relationships including sexual Health	● 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
	● 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

Appendix 3: Parent form: withdrawal from sex education within RSE

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 THE SCHOOL	
Agreed actions from discussion with parents	