



# **Sex Education Policy**



## **Park Community Academy**

September 2022  
revised Sep 24



**"We grow together, we learn together, we will achieve our best together."**

## **Statement of Intent**

At Park Community Academy, we understand the importance of educating our pupils about sex, relationships and their health. We believe it helps them make responsible and well informed decisions about their lives. The teaching of RSE can help prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide our pupils with high-quality, evidence and age appropriate teaching of these subjects. This policy sets out how the schools RSE curriculum will be organised and delivered to ensure it meets the needs of all its pupils.

The teaching of sex and relationship education, including STI education, to all secondary and primary aged pupils is a statutory requirement. At Park Community Academy we believe that it is lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

Sex and relationship education at Park Community Academy will be provided in such a manner as to encourage young people to have regard for moral considerations and the value of family life while being able to make safe, informed decisions about their own sexual health and sexuality. The delivery of and curriculum content followed for Sex and Relationship education as well as the available resources will be monitored and evaluated as stated in the Curriculum, monitoring and evaluation policy.

This policy operates in conjunction with the following school policies.

1. Behaviour policy
2. Equal opportunities policy
3. PSHE policy
4. Anti-bullying policy
5. Child protection and safe guarding policy

## **Roles and Responsibilities**

**The governing body** is responsible for ensuring that the RSE curriculum is well led, effectively managed and well planned. They are also responsible for evaluating the quality of provision through regular and effective self-evaluation, providing clear information to parents on the subject content and the right to withdraw. In addition, they must ensure that RSE is resourced, staffed and timetabled in a way that allows the school to fulfil its legal obligations.

**The head teacher** retains the overall responsibility for the implementation of this policy, ensuring that all staff are suitably trained to deliver the subject. Included in this responsibility is the reviewing of all requests to withdraw from the non-statutory elements of the curriculum made by parents. In such circumstances the

head teacher must clarify the nature and purpose of the curriculum, including the benefits of receiving the education. Pupils who are withdrawn must have an appropriate and purposeful education provided. The head teacher must also ensure that parents are made aware of this policy, that this policy and its effectiveness is reported to the governing body and that parents have the opportunity to view and are consulted regarding the schools RSE curriculum.

**The subject leader** will be responsible for overseeing the delivery of RSE, making sure that the curriculum is age appropriate, of high quality and flexible enough to take on board the needs of our pupils at PCA. They must monitor the learning and teaching of RSE and advise teaching staff on its implementation. The subject leader must make available a plan (created in conjunction with staff across the school) that shows continuity and progression between each year group and assist the development of colleague's expertise in the subject. Adequate resources must be made available to support the teaching of the curriculum making sure that the school meets its statutory requirements in relation to RSE. The lead teacher will also be responsible for organising, providing and monitoring any relevant CPD opportunities in the subject. The lead teacher is also responsible for ensuring the correct standards are met for recording and assessing pupil performance. The lead teacher will review this policy on a two yearly basis.

**The subject teacher** must act in accordance with and promote this policy. They must deliver RSE in a sensitive way that is of high quality and is appropriate to the age or developmental stage of their pupils. Subject teachers must not express personal views or beliefs when delivering the curriculum. They must plan lessons effectively utilising a range of teaching methods that are inclusive and accessible to the students at PCA. Subject teachers must report and record on pupil progress using the schools ARRA methods. They must liaise with the subject leader or a member of the SLT if there are any individual pupil issues that arise in the teaching of RSE. Staff must report any safeguarding concerns or disclosures that pupils may make as a result of the teaching of RSE to the DSL. Staff must also respond appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

## **AIMS**

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

## **In KS 1&2**

- To (in conjunction with science teaching) identify parts of the body and establish gender
- To (in conjunction with science teaching) encourage an elementary understanding of human reproduction.(life cycles, life processes
- To lay the foundations for personal and social development
- To address concerns and correct misunderstandings that pupils may have gained from the media or their peers.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To develop the skills required to protect themselves and ask for help and support.

## **In KS 3,4 & 5**

- To identify pupil achievement at the end of Key Stage 2 and build upon this knowledge.
- To encourage positive values and a moral framework that will guide pupils decisions, judgement and behaviour.
- To develop the awareness of their sexuality and understand human sexuality
- To develop an understanding of the arguments for delaying sexual activity.
- To develop an understanding of the reasons for having protected sex.
- To develop an understanding of the consequences of their actions and to encourage them to behave responsibly within sexual and pastoral relationships.
- To develop the skills to prevent them being exploited or exploiting others
- To develop confidence and self-esteem to value themselves and others.
- To give information relating to access to confidential sexual health advice and support.
- To develop sufficient skills and knowledge to protect themselves and future partners from unwanted pregnancies and sexually transmitted diseases including HIV
- To be encouraged to communicate effectively.
- To know the risks of online relationships including that where material shared with another person may be shared online further and the difficulty of removing this material and its associated consequences.
- To know 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.
- To know that sharing and viewing indecent images of children is a criminal offence which carries severe penalties.
- To know the law relating to sexual relationships
- To be aware of the characteristics of positive and healthy friendships in all contexts including online.

- To know that there are different types of stable, committed relationships.
- To know what marriage is and what legal rights and protections it carries as appose to those who only cohabit or marry without a legal ceremony

**In the secondary phase it is also a requirement to include teaching about HIV, AIDS and other Sexually Transmitted infections at a point appropriate to the age and maturity of the pupils.**

## **Subject Co-ordination**

In order to meet these aims, Sex and Relationship Education is organised as part of the PSHE Curriculum, underpinned by work in the Science, RE and Citizenship curriculum areas. The Science and PSHE Co-ordinators will have overall responsibility for the curriculum content and resources, whilst liaising with all Keystage co-ordinators and relevant subject co-ordinators. (RE, Citizenship)

Sex and Relationship education will be delivered through cross-curricular topics and, where appropriate, through blocked modules of work. The balance between these types of delivery will depend upon the age and ability of the pupils concerned.

In order for the teaching of Sex and Relationships to be effective, the following key skill areas will also be encompassed within the curriculum at an appropriate time and level dependent upon the age and abilities of the pupils

### **i) 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

### **ii) Personal and Social Skills**

- Learning to manage emotions and relationships confidentially 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
- Learning how to recognise and avoid exploitation and abuse.

### **iii) Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages.

- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support agencies
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay.
- The avoidance of unwanted pregnancy.

## **TEACHING AND LEARNING STRATEGIES**

A wide range of teaching styles will be used with an emphasis upon encouraging pupils to take responsibility for their own learning.

Active learning methods will include among others role-play, drama, story telling, use of visitors, case studies and discussion techniques.

Sex and Relationship Education will be taught in Park Community Academy as part of a planned Personal, Social and Health Education (PSHE) which may be additionally covered within:-

- The National Curriculum
- Science Lessons
- Citizenship
- Circle Time
- School Guidance and Support systems
- Assemblies
- Visits
- Special projects
- Religious Education

Sex and Relationship Education will be taught in Key stages in either class groups or small groups led by teaching staff or Support Assistants. It is important that not only are the needs of the group met but also that the individual needs of every pupil should be taken into consideration

At primary level the teaching will focus on the building blocks for positive relationships with particular reference to friendship, family relationships and relationships with other children and adults. Children will also be taught to recognise different types of abuse including emotional, physical and sexual. This will follow that students are aware of their own privacy and the rights over their own bodies.

At secondary level students will be taught about safer sex, sexual health and making informed and healthy choices as they enter young adult life. There will be opportunities in the curriculum where appropriate to discuss and engage in conversation regarding LBGTQ, sexual grooming, domestic abuse (including coercive and controlling behaviour) and the physical and emotional damage done by FGM, sex trafficking and pornography.

At Park Community Academy there can be a very wide difference in maturity as well as ability within a class group therefore, if it is deemed necessary, either by teaching staff or from a parental request, it is possible for a one:one discussion session to be set up either with school staff or Health Professionals in order to deal with individual needs or problems. (see Management of Controversial Issues.)

In order to create an effective climate for learning, it is the school's policy to involve pupils in the setting of ground rules for all PSHE lessons including Sex and Relationship education.

## **Management of Controversial and Sensitive Issues**

Sex and Relationship Education will naturally involve learning from real-life experiences, where sensitive and sometimes controversial issues may arise. Pupils will not be sheltered from them but they will be dealt with in a sensitive manner relevant to the age and understanding of the pupils concerned.

Issues that are likely to be sensitive are:-

- Personal sexuality
- Bullying
- Sexual health
- Personal hygiene
- Sexual health issues
- Changes in puberty
- Menstruation
- Masturbation
- Contraception
- STI infections
- Abortions
- Social media and inappropriate sexualised behaviour including pornography.

It is suggested, that during the teaching of Sex and Relationship Education, that:-

- Ground rules are set for behaviour and expectations during group discussions
- Pupils are aware that some material or information should only be discussed in a one-to-one discussion with an appropriate adult and not in front of other pupils.
- Pupils have access to balanced information to enable them to make their own informed opinions and choices.
- The individual needs are catered for as well as the needs of the group.

There is provision in place for one-to-one discussions with an appropriate member of staff. All teachers should be aware of the School's Child Protection Policy. They should ensure that all pupils are aware that members of staff are not able to offer unconditional confidentiality.

## **Mental Well being**

Mental well-being will be included throughout the teaching of RSE as it is an integral part of any relationship. Mental well-being will have an overarching golden thread that runs through the entire PSHE scheme of work and not just solely in the RSE curriculum.

### **Monitoring and Evaluation**

The content, delivery and outcomes of Sex and Relationship Education throughout the school, will be monitored and evaluated periodically and systematically.

The pupils will be involved in the evaluation through the use of discussions and/or questionnaires in a manner relevant to their age and ability.

Information about the long term development of this subject will be provided for the Senior Management team to enable it to be incorporated into the School Development Plan to ensure ongoing continuity and development of the curricular content, coverage and resources.

### **Parental Involvement**

Parents will be made aware of the School's Sex and Relationship curriculum and they are encouraged to examine any material and resources being used within school with their children.

Communication with parents continues throughout the year. They are informed every time any sensitive issues are about to be covered and encouraged to give feedback to the school. A questionnaire will be sent out each year to engage with parents and encourage co - construction for a more bespoke and effective SRE curriculum. Responsibility for this will lay with the PSHE lead teacher.

**Parents will have the right to request that their child be withdrawn from any or all of the sexual education delivered as part of the statutory RSE. This will endeavour until three terms before the student turns 16 at which point the choice will rest with the student themselves. Students may not be withdrawn from any or all of the relationships part of the RSE program.**

Parental responses to the SRE questionnaire sent out in 2021 have been used to inform, update and develop our SRE content and delivery. The data from these questionnaires is kept with the Lead Teacher for PSHE.

### **EDUCATIONAL VISITS AND VISITORS TO SCHOOLS**

Some parts of the planned Sex and Relationship education may benefit from a visitor coming into school to work with the pupils or by the pupils taking part in an educational visit. On both these occasions, the outside agency will have agreed the aims and objectives of their educational input prior to working with the pupils. The content of the input will be in line with the school sex and relationship policy and be discussed with the Science and PSHE co-ordinators or representative prior to the visit taking place. The teacher will be present and will be an active contributor to pupil's learning throughout the lesson.

A link with the school learning mentor will be maintained throughout the key stages. A programme of visits relevant to the age and ability of the pupils concerned will be used to develop the pupil's ability to trust and confide in a member of the School Health Team. In some cases, an individual or small group discussions may take place dependent upon the needs of a particular age group but still bound by the school's policy.

When working within a classroom situation (either within the school or on an educational visit) the health professionals are bound by the school policy. Outside the teaching situation, health professionals can give one to one advice or information to a pupil on a health-related matter, part of this process could include counselling, explanations of access to confidential sexual health and relationship advice and discussion about talking to parents. However, when they are in consultation with an individual pupil, the health professional should follow their own professional code of conduct.

## **Resources**

All relevant resources are kept within each Key Stage. The Key Stage co-ordinators will liaise with the Science and PSHE Co-ordinators to ensure the relevance and age appropriateness of material being used.

The Co-ordinators will, with assistance from Team Leaders evaluate existing resources and purchase new material when they become available.

A bank of human resources will be developed alongside possible external visits. These will be linked to other curriculum areas and written into the scheme of work for PSHE.

## **Professional Development**

The co-ordinator will:-

- Attend appropriate in-service courses and report back to staff.
- Ensure that all staff involved in the teaching of Sex and Relationship Education are comfortable with the topics being taught. This will involve regular input from the PSHE
- Endeavour to keep up-to-date with personal reading relating to current issues, developments and new resources.
- Help to arrange and organise school-based in-service activities as part of the whole school INSET programme.

The members of staff with overall responsibility for RSE

**Primary phase: Hannah Barton/Alex Brown**

**Secondary phase: Michael Shanagher**

This policy will be reviewed on a two-year cycle.

# **APPENDIX 1**

## **SCHEME OF WORK**

### **A In the Primary Stage**

The pupils will be taught the statutory requirements POS for Science using appropriate materials and resources.

The following topics are in addition to the statutory requirements and apply to the statutory requirement for sex and relationship education

It is important to note that due to the needs of PCA pupils staff within key stages will decide which key stage curriculum is the most relevant to each child as they may not be working at an age appropriate level.

**The pupils will be taught:-**

#### **In KS1**

- That humans develop at different rates and that human babies have particular needs.
- To name some of the parts of the body and be introduced to the concept of male and female.
- About personal safety and ways to seek help
- To appreciate ways in which people learn to live and work together by listening, discussing and sharing.
- Understanding positive relationships.

#### **In KS2**

- To name parts of the body and describe how their bodies work
- About some of the basic physical, emotional and social changes which take place at puberty.
- About relationships at home and at school and how these can be improved by listening and talking to others.
- That there are many different patterns of friendship
- How to recognise potential hazards and some of the ways protect themselves.
- How to seek help and support from home, school and outside agencies.
- Developing positive relationships.

### **B In the Secondary Phase**

These schemes have been co constructed with a range of staff across the academy and consulted with the students to assess the appropriateness and need within the academy setting. The schemes of work are attached the appendix of this document.

**The curriculum for pupils is set out below:**

**Scheme of work for PSHE/SRE KS3 year 7 and 8.**

	Lessons 1	Lessons 2	Lessons 3	Lessons 4	Lessons 5	Lessons 6
Focus	Friendships	Relationships		Self respect		Physical and emotional changes.
Intro /starter	What is a good friend?	Relationships		What is body image?		What changes happen when? What do we know?
Main body	Appropriate friendships. How to spot and good friend or a bad friend. Bullying - use of social stories.	What is love. What are the different types of love.		How to have positive self attitudes. Realisation of photoshop magazine culture.		Periods. Erections/wet dreams. How they happen and why?
		Family relationships. Are there different types of families? Gay parents, multicultural families? Looking at personal space.		Who is your body for?	'Hands out of my pants' booklet.	Appropriate conversations to have ? Personal hygiene.
Plenary	How to be a good friend. What ingredients make a good friend?	Role models for good relationships. How do we spot a good relationship. What do we want from a good relationship.		'Keeping my hands to myself' 'Touching curiosity' Social stories		Chance to reflect and ask questions.

**Scheme of work for PSHE/SRE KS3 year 9**

	Lessons 1	Lessons 2	Lessons 3	Lessons 4	Lessons 5	Lessons 6
Focus	Puberty and changes	Physical relationships.	What is pornography? What do we know about it?		STD's	Re cap of unit and chance to ask anything.
Intro /starter	Ground rules. What is your body getting ready to do?	What are the aspects of positive relationships?	Mobile device guidance. Sending pics, the dangers of online activity.		What are STD's	Ask it basket. An anonymous basket of questions that the class can go through.
Main body	Changes in boys and girls. Physical and emotional.	What is sex? What is it for?	The legal implications of sex and online pornography. What is grooming? Internet safety.		Information and advice on STD's (images if appropriate for the class.)	
		What happens?			Including signposting to health professionals.	
Plenary	Changes in the way we treat each other as we are getting older. Respecting others bodies.	Are there any negatives of sex? Is it risky? This will lead into next lesson.	Review of safety online and what to do if you think you are at risk.		Safe sex and contraception.	

## Scheme of work for PSHE/SRE year 10/11 KS4/5

	Lessons 1	Lessons 2	Lessons 3	Lessons 4	Lessons 5	Lessons 6
Focus	Ground rules/What do we know?	Appropriate relationships.	Risky behaviour.	Risky behaviour.	Understanding sexuality.	Sexual development.
Intro /starter	What ages are you aloud to do certain things for example Smoking, driving getting married etc.Differences in age appropriate activities. For example when you were 6 what was life like ... .when was bedtime, what did you enjoy watching on TV, playing with your friends etc....as opposed to what life is like at 26...going to the pub, cinema etc.	What is a relationship? Identify different types of relationships. Friends, families, community professionals. Teachers, doctors. How do we behave differently with these different people. How do we talk differently to each of our groups of people we have relationships with.	Generalised risky situations? How do you keep safe at your age now?...helmet on a bike, crossing the road at the zebra etc	How can you talk to people online? Messenger, DM's Xbox, instagram, facebook, etc.	Recap appropriate relationships. Recap ages of consent. Recap inappropriate relationship examples, i.e. age differences of underage young people	Separated lesson for boys and girls.
Main body	<p>Quiz, let's see what you know. What age can you....?</p> <p>Drive a car? Get married? Have a moped? Live on your own? Own a pet? Smoke? Lottery ticket? Vote? Have sex? Apply for a driving license?</p>	Who would have a girlfriend? Who would have a boyfriend? Brief discussion around sexual orientation LGBT. Covered in greater detail in lesson 5.	Risky situations regarding substance use and misuse.? What can these substances lead to? How do they put people at risk? - leading to unprotected sex, STD's vulnerable for rape.	What risks are there online? - leading to discussion on internet safety, grooming and how to report any activity and who to. What is appropriate to post online? Pictures you would be okay with your Grannie seeing!	What is being gay? What is transgender? What is .....opportunity for students to ask questions. Discussion on different family set ups, i.e Two gay parents. Is this okay? Is this acceptable? Should it make a difference?	<u>Girls</u> Periods Packs of pads and demonstrations of cycles.Discussion of any female related issues that students wish to discuss. _
		What makes a good relationship? What makes a bad a relationship? Use of social stories to encourage discussion around positive traits in a relationship.	Depending on class and ability. Discussions around STD's contraception, rape consent' Local issues with cookson street massage parlours. What are they? What are the risks of people using them?	Social story around sexting.  What are the legal ramifications of texting naked images.	Plenary. Word definition recap , ie. Hetrosexual etc. Freedom of speech, right to opinions. Societies acceptance of different relationships, gay marriage.	<u>Boys</u> Wet dreams Privacy "Keeping my hands to myself".
Plenary	Plenary Going through answers and discussing any opinions from the class.	What do we want from a relationship? Love, trust, respect..etc. What should we look for in a friend.	Re-cap Signposting for help. Connect in Blackpool, Walk in centre, School nurse. What can you do if you find yourself in a risky situations. How to say no?	How to keep safe with privacy settings online. Who can see what?	This lesson must end with students being reminded of the ground rules in week 1. Students are totally entitled to their own opinion on same sex relationships however they must be reminded that the are to respect the opinions of others also.	Re cap with a chance to ask questions from the last 5 weeks.

Reviewed/Updated by M. Shanagher/A. Brown September 2023