

Relationships and Sex Education Policy



St Andrew's Academy

Approved by:	Simon Mosley/Sue Turner	Date: July 2020
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1.Vision and Objectives

Vision

At St Andrew's Academy we believe that high quality Relationships and Sex Education (RSE) will benefit our students for life. RSE is about providing our students with the knowledge, skills and confidence to make safe, healthy and informed decisions about relationships as they develop as into adults.

Effective RSE teaching **does not** encourage early sexual experimentation or promote any particular lifestyle or relationship choice. It should enable our students to understand human sexuality and to respect themselves and others.

We believe that our students should be empowered to understand their bodies and the way they change as they grow, to think about what a good relationship is, and to have the confidence to discuss relationships and sex. We strongly believe that this approach will reduce the risk of unhealthy and abusive relationships in the future. The theme of consent is taught throughout the topics and applied to each area of the curriculum.

Objectives

At St Andrew's Academy, our Relationships and Sex Education (RSE) Curriculum aims to:

- Provide a framework in which sensitive discussions can take place
- Be age appropriate and differentiated to the needs of all of our students
- Develop social skills and strategies to reduce the risk of abuse, misunderstanding and abuse
- Fully include all genders, sexual orientations, kinds of disability and all types of families, making sure they are positively represented
- Make our students aware of the differences between healthy and unhealthy relationships.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, reinforcing the importance of loving relationships based on mutual respect
- Teach students the correct vocabulary to describe themselves and their bodies
- Research and data have shown that students with SEND and communication difficulties are far more vulnerable, so we aim to provide a cohesive RSE curriculum to keep them as safe as we possibly can.

2. Statutory Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This Policy complies with DfE guidance on Sex and Relationships Education (0116/2000) and the supplementary guidance Sex and Relationships Education for the 21st Century 2014.

From September 2020 the guidance document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**' will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. It contains information on what all schools should do and sets out the legal duties with which school must comply when teaching RSE and Health Education.

As a secondary Special School, St Andrew's Academy follows the secondary guidance and curriculum content as detailed above. However, we adapt it to make it relevant and understandable to our students, who have Severe Learning Difficulties and Autism.

3. Policy Development

Here at St Andrew's Academy we **must** consult with parents when making changes to our RSE policy and we also follow good practice by consulting with staff and pupils. There are ongoing opportunities for parents to consult and to raise any concerns, as our policy is available on our School Website with an email link to the RSE Subject Lead. This RSE Policy is part of our PSHE Education Policy and the themes covered link together in a cohesive way.

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 working group pulled together all relevant information including national and local guidance, incorporating the changes for September 2020.
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 read and comment on the RSE Policy and Curriculum, as displayed on the School Website
4. Pupil consultation – we will be investigating what exactly pupils want from their RSE on an ongoing basis
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 students, and involves learning about relationships, healthy lifestyles, diversity, personal identity, sexual health, and sexuality.

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

RSE is fundamentally concerned with issues of consent and safeguarding.

5. Curriculum

Our curriculum is set out in Appendix 1, but we may need to adapt it as and when necessary-it is a working document. The section highlighted in pink in Appendix 1 is the only area parents have the option to withdraw their child from.

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 our more able students are fully informed and do not seek answers online.

6. Delivery of RSE

- RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum as a discreet 45 minute lesson once a week.
- Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).
- There is always a Private sign on the classroom door during RSE lessons, so staff and students know not to interrupt.

- RSE is taught by male and female staff, often with staff from our Residential department to ensure a consistent approach.
- We have an assessment grid for all aspects of RSE and PSHE that we use to track individual pupil progress-this is also linked to the Evidence for Learning app, that can be used to provide clear evidence of where each student is on their learning journey.

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 Academy Council

The Academy Council is now operating as an IEB (Interim Executive Board). The IEB will hold the Head of School to account for the implementation of this policy.

The Academy Council has delegated the approval of this policy to Simon Mosley, Curriculum Lead for the IEB and Deputy Regional Director (South)

7.2 The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-compulsory section of the RSE Curriculum.

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-compulsory section of the RSE Curriculum

Staff do not have the right to opt out of teaching RSE. All teachers are expected to teach RSE under the guidance of Tracey Fisher, who is the RSE Curriculum Leader, with Emma Spooner, based in the FE Campus building. Teachers who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

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 do not have the right to withdraw their child from relationships education.

Parents have the right to withdraw their child from the non-compulsory components of sex education within RSE up to and until 3 terms before the child turns 16, or throughout their time at St Andrew's Academy if they do not have the ability to decide for themselves. If the child is able to make an informed choice and 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 Head of School

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

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

9. Training

Staff training is ongoing concerning the delivery of RSE in the classroom. A recent skills audit (July 2020) showed some teachers wanted more training on the sex education part of the Curriculum, which will be addressed by in-house training. The Head of School 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 where appropriate.

10. Monitoring Arrangements

The delivery of RSE is monitored by through:

- The checking of Medium-Term Plans at the start of each term by the Assistant Head
- learning walks
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed annually by Tracy Fisher. At every review, the policy will be approved by Simon Mosley

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year 7	Year 8/9 (1)	Year 8/9 (2)	Year 10/11 (1)	Year 10/11 (2)
Autumn Boys / girls – differences and body parts- Our bodies belong to us.	Autumn Body parts for boys and girls and how they may change as we grow	Autumn Hygiene focusing on puberty (Changing underwear, washing correctly, wiping) Hormones and where we can get help	Autumn Love and relationships Inc. religious restrictions Boyfriends / girlfriends- sexual relationship Self esteem	Autumn Respectful relationships, online relationships. Being safe in a relationship
Spring Touch- What is ok/not (handshake, high fives, hugs, kisses and who they are appropriate with)	Spring Periods – what are they, who can help us Puberty and the changes we might feel	Spring Relationships- Different types of relationships (family, friends, 'professional', boyfriend/girlfriend, fancying someone-Coping with break ups)	Spring Being safe online and on social media Appropriate and inappropriate body images and videos What is consent?	Spring Sexuality (LGBTQ+) and relationships with this Appropriate sexual behaviour
Summer What is puberty	Summer Public and private – body parts, places, activities, clothes that cover us etc. Keeping ourselves safe (How to recognise when they don't like something and how to respond)	Summer Touch. (<i>Personal space- where is private for us to touch ourselves. What is appropriate and not appropriate in public and at home</i>)	Summer Masturbation (female and male) Being safe (<i>How to report concerns of abuse, how to ask for advice when they do not feel comfortable around someone</i>) Cultural ideals	Summer What is sex? (link with relationships, abuse, saying NO, giving consent, sexual Health, masturbation) Reproductive health and how babies are made (<i>contraception, pregnancy, fertility, how this can change your life</i>)

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
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Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships □ The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)? • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
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Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
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TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)
TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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	Actions will be agreed following parental feedback.
