



Appendix to Sex Relationship Education Policy September 2021

Office use

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Associated Documents:			
Safeguarding and Child Protection Policy Single Equality Policy Keeping Children Safe in Education 2020 The Equality Act 2010			
Links to:			
Diverse Academies Sex Relationship Education policy September 2021 Which can be found on the DAT webpage		Relationships Education, Relations and Sex Education (RSE) and Health Education DfE 2019	



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1 Policy statement and introduction

The government requires that relationships and sex education will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face.

This focuses on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships

2 Scope and purpose

Relationships and sex education are learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, including marriage, and to take responsibility for their sexual health and wellbeing. It is also about the teaching of sex, sexuality and sexual health, including online safety.

East Leake Academy wholeheartedly supports this philosophy and believes it is best taught as part of personal, social, health and citizenship education. The programme seeks to promote the spiritual, moral, cultural, mental and physical development of students as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

3 Responsibility for implementing the policy

At East Leake Academy the pastoral system is led by an Assistant Principal who is supported by six pastoral leaders – one for each of the years 7-11 and one for Post 16, A SENCO, Attendance and Engagement Officer and Student counsellor. These people are members of our Academy Inclusion Team. There is also an Assistant Principal who leads Personal Development for students. Students have the opportunity to provide their views through student voice activities and parents can contribute through parent consultation activities.

The curriculum domains delivered within the academy are:

- safety in forming and maintaining relationships
- the characteristics of healthy relationships
- how relationships may affect mental and physical health

The academy will deliver this using a blended approach of drop-down sessions, extended PDL and external agencies such as Health Care professionals.

The senior leaders and pastoral heads will together:

- Manage all aspects of the RSE programme developing curriculum materials where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression within the curriculum
- Ensure high-quality training and support is provided for teachers delivering RSHE.

4 Aims and objectives of RSE

The aim of RSE is to help students develop a healthy, safer lifestyle. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavors to help young people develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare students to develop caring, stable relationships. Appreciation of the value of self-respect, dignity, stable relationships, marriage, civil partnerships and parental duty should be encouraged in all students together with sensitivity to the needs of others, loyalty and acceptance of responsibility. All sexual relationships and diverse family groups are also discussed.

5 Content and organization of RSE

The RSE programme is delivered to all students (see appendix 1). A weekly programme of Philosophy and Ethics lessons is timetabled across Key Stage 3 and daily Personal Development Lessons with tutors at the start of each day. We also deliver a Personal Development drop-down session each half-term. Key Stage 5 students participate in pre-existing, weekly Enrichment sessions. SRE is a key thread delivered throughout all of these sessions. Certain subject curriculum areas will also cover SRE within lessons for example Biology. Some aspects of SRE will be delivered by professional outside agencies with academy staff present. Before any lessons begin the teacher or other provider will discuss and establish agreed 'ground rules' which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement.

The right to withdraw consent

Parents do not have the right to withdraw their child from any part of the Relationships Education programme. Parents will cannot withdraw their child from the biological aspects of human growth and reproduction that is part of the Nation Curriculum (see Appendix 2). Parents are able to withdraw their child from sex education (other than the sex education which sits in the National

Curriculum as part of Science). A child will have the right to opt into sex education from their 15th birthday.

East Leake Academy believes in a whole-academy approach and contributions can be made by different curriculum areas. All teaching is reinforced by the general ethos of the academy in creating a supportive environment for all students. Students are regularly informed of who can offer confidential support and where they can access sexual health services. This is also on display in more private areas of the school such as the student toilets. Across all key stages, students 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 maximizing a healthy lifestyle
- Managing conflict
- Discussion and group work

6 Sensitive issues and safeguarding

It is inevitable that controversial issues may occur as part of RSE e.g. divorce, rape, abortion, etc. The issue will be addressed with sensitivity and at a level appropriate to the age group, in an objective manner free from personal bias. Account must be taken of different viewpoints, e.g. different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

7 Confidentiality and disclosure

It is almost inevitable that effective RSE that allows open discussion to take place may lead to disclosures from students. It is essential that those teaching RSE are completely familiar with the child protection procedures. Student disclosures or suspicion of abuse must be followed up with the student concerned, that same day and referred to the designated safeguard lead. They will deal with these disclosures or suspicions in line with the child protection policy.

8 Health professionals

The academy uses the service of an allocated school nurse (Liz Wright and her colleagues) who visits the academy once a week to attend our Inclusion meeting and meet our students who can access the drop-in services that they provide. They are bound by their own professional codes of conduct, but in the classroom setting they are also bound by relevant academy policies. Outside the teaching situation, they can give one-to-one advice or information to a student on health-related matters including contraception.

9 Teenage pregnancy

By law, teachers are not allowed to give individual or personal advice. They may offer advice, but only to a group with reference to legal situation and the aspect of sexually transmitted diseases. However, students should be educated as to the other sources of advice and support.

10 Family Life

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with the emphasis on; respect; caring and support. This will be in the context of heterosexual and same-sex relationships. All family groupings are discussed and respected. It will include consideration of permanent, monogamous relationships.

11 Religion and Faith

Through drop down sessions or personal and social development lessons and by linking to other curriculum areas such as religious studies, students are made aware of other religions, faiths, cultures and citizenship. Where there is a cultural or ethnic mix in the classroom, teachers will need to make themselves aware of pertinent issues relating to the needs of specific students, for example, discussion of some topics in a mixed sex group is forbidden in some religions.

12 Equal opportunities, inclusion and disability

RSE is inclusive and should seek to help young people to:

- a. Be aware of sexuality
- b. Understand the arguments for and benefits of delaying sexual activity
- c. Understand the reasons for having protective sex

- d. Value themselves and others
- e. Avoid exploitation
- f. Understand the wider legal implications of the decisions they may make

Whilst these issues are pertinent for all young people regardless of their physical or intellectual capabilities staff will ensure that language and methodologies used are appropriate and adapted where necessary to accommodate their disability.

13 Children and young people in public care

Children and young people in public care are particularly vulnerable to poor sexual and emotional health. They often miss out on RSE at home, at their academy and in care because of the often-disrupted pattern of their experiences. The pastoral team will ensure that each young person's entitlement is met in this regard.

14 Lesbian, gay, bisexual and transgender (LGBTQ+)

Within the PSHE framework, teachers should help students to develop skills to enable them to understand difference and respect themselves and others. This will lead to a greater understanding of the nature of sexuality, removing the likelihood of prejudice and bullying.

The sexual, social, emotional, and mental health needs of LGBTQ+ young people will be addressed through the inclusion team staff or other externally sourced professionals.

East Leake Academy is committed, through a formal partnership with Stonewall, to promote the well-being of children who identify as LGBTQ+, and to educate the wider academy community on issues around gender identity.

Homophobic, transphobic and biphobic bullying

East Leake Academy will take positive steps to eradicate homophobia, transphobia and biphobia as a motivator for bullying. Through drop down sessions, personal development lessons and subjects such as Ethics will include discrimination, social injustice and respecting diversity, with specific reference to the human rights of gay, lesbian and bisexual people. This bullying within East Leake Academy is not acceptable and the academy will support all students in a positive manner observing the protected characteristics of the Equality Act 2010.

15 HIV/AIDs awareness and sexually transmitted infections (STIs)

As part of the RSE programme issues of contraception, HIV/AIDS; STIs; sexuality and abortion are addressed. Facts are presented in a balanced and objective way, with students being encouraged to consider their attitudes and values. They are made aware of the difference between fact, opinion and religious belief.

16 RSE and students with special education needs and disability

East Leake Academy is an inclusive organisation. Students with special educational needs and disability will, wherever possible, follow the mainstream curriculum and may have supporting lessons from a teaching assistant. The students' opinions will be sought and valued as with all students. Appropriate interventions will be made the academy to handle SEN as appropriate on an individual basis.

17 Sexual harassment and sexual violence

East Leake Academy will ensure that students understand that sexual harassment and sexual violence are not acceptable. There will be a focus on developing healthy relationships with an understanding of acceptable behaviour and the right of everyone to be treated well.

18 RSE and students with SEMH

East Leake Academy will ensure that students with SEMH have RSE with tailored support by designated staff.

19 Physical health and mental wellbeing

East Leake Academy will promote positive physical health and mental wellbeing. This will include coping with puberty changes.

20 Staff training

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. East Leake Academy will support the use of visitors from outside the school (such as school nurses or sexual health professionals) to provide support and training to staff teaching RSE.

21 Monitoring, evaluation and review

To ensure that the RSE programme is effective; is meeting the needs of students and complies with RSE guidelines the following strategies will be used to quality assure the East Leake Academy RSE programme:

- a. Evaluation self-review from students after specific topics or at the end of key stages
- b. Comments from students and representatives of the Student Forum
- c. Whole class discussions

22 Dissemination of the policy

The policy will be located on the East Leake Academy website to ensure that it is disseminated to all stakeholders. Copies are available on request at the school reception.

23 Parental rights to withdraw

East Leake Academy is committed to ensuring that the education provided to pupils in relationships education and RSE is appropriate to the age of pupils and their religious background. This provision enables our faith academies to teach these subjects according to the tenets of their faith, whilst still being consistent with requirements of the Equality Act.

The academy recognises, in accordance with statutory guidance, that parents have the right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). Parents wishing to exercise this right must do so in writing to the Principal. The Principal will discuss the benefits of receiving this important education and any detrimental effects that withdrawal may have. The academy will respect the parent's wishes to withdraw the child from sex education up to and until three terms before the child turns 16. The academy will make reasonable adjustments and provide suitable work for their child(ren) at this time.

24 Review of the policy

This policy is reviewed annually by East Leake Academy who will monitor the application and outcomes of this policy to ensure it is working effectively.

Appendix A: RSE Content

The RSE content of PSHE/Citizenship/Curriculum Days is detailed below.

It aims to address the following, including where relevant the legal provisions:

- **Puberty changes:** personal hygiene, expectation of change, body image, variety and stereotypes
- **Gender identity:** transgender and cisgender
- **LGBTQ+:** lesbian, gay, bisexual, transgender, and queer/questioning (one's sexual or gender identity)
- **Relationships:** relationship skills, self-image and identity, body language, relationships with family and friends, platonic and sexual relationships, marriage, morality in relationships, coping with abuse
- **Human sexuality:** questions about human sexuality, sexual alternatives, HIV & AIDS, the expression of sex within relationships, consent, the age of consent, the right not to be sexually active, peer group and media pressures, the importance of safe sex, pornography
- **Sexual exploitation:** an understanding of actual or attempted abuse of position of vulnerability, differential power, or trust, for sexual purposes
- **Sexual harassment and sexual violence, including online:** Includes time for open discussion of topics such as consent and the sending of 'nudes'.
- **Violence** against women and girls
- **Female Genital Mutilation** – including associated ethical and moral questions
- **Population, growth and control:** population growth, the choice of parenthood, discussion of contraceptive methods
- **Education for parenthood:** the nature of families – pressures and responsibility, parenting skills
- **Gender role:** changing attitude to gender role; sexism, equal opportunities
- **STIs:** including associated ethical and moral questions
- **Abortion:** including associated ethical and moral questions
- **Substance misuse:** including associated ethical and moral questions
- **Violence and exploitation** by gangs
- **Criminal exploitation** (for example, through gang involvement or 'county lines' drugs operations)
- **Hate crime**
- **Extremism/radicalism**
- **Online behaviours** including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)

Appendix B: Secondary RSE

Page numbers refer to the DfE RSE document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

By the end of secondary school, pupils should:

develop the topics from primary and know about:

- families
- respectful relationships, including friendships
- online and media
- being safe
- intimate and sexual relationships including sexual health

National Curriculum at Secondary

Secondary: (see pp20-22 of DfE RSE document)

KS3 and KS4 Science includes

- reproduction in humans
- the structure and function of the male and female reproductive systems
- menstrual cycle
- gametes
- fertilisation
- gestation
- birth
- HIV/AIDS

Appendix C: A value framework for RSE

Young people should be taught RSE within a framework that models and encourages the following values:

- A respect for self
- A respect for others
- Non-exploitation in sexual relationships
- Commitment, trust and bonding within sexual relationships
- Honesty with self and others
- A development of critical self-awareness for themselves and others
- An exploration of the rights, duties and responsibilities involved in sexual relationships
- Compassion, forgiveness, mercy and care when people do not conform to their way of life
- An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation
- Self-discipline regarding their sexuality
- **Agencies:** voluntary and statutory help available for individuals and families

It should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Be aware of their own sexuality and understand human sexuality
- Understand the arguments for delaying sexual activity
- Understand the importance of consent
- Understand the reasons for having protected sex
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections, including HIV
- Avoid being exploited or exploit others
- Avoid being pressured into unwanted or unprotected sex
- Access confidential sexual health advice, support and, if necessary, treatment.

Appendix D: Physical health and mental wellbeing

Page numbers refer to the DfE RSE document:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Secondary: (see pp36-38 of DfE RSE document)By

the end of secondary pupils should:

develop the topics from primary and know about:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Appendix E: Resources

See Annex B pp46-47 of DfE RSE document

[www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse- and-health-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

Signed:

Date: