

# **RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) POLICY**

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## **Introduction**

Relationships and sex education at all academies within Outwood Grange Academies Trust addresses the following problems:

- The UK has the highest teenage birth rate in western Europe;
- The rate is highest in the most economically disadvantaged communities and amongst the most vulnerable young people;
- More than half of under 16s use no form of contraception the first time they have sex;
- Early sexual experiences tend to be linked to risky behaviour with alcohol and other drugs;
- Lack of knowledge and media pressures are often cited as explanations for the number of teenage pregnancies;
- Increased risks of sexting which affects young people the most;
- Risks associated with social media and young people being contacted by strangers.

The following policy is an integral part of the general package of policies relating to student health and well-being, and particularly the associated policies for drugs, alcohol and tobacco education and teenage pregnancy. It is also to be read in conjunction with both the child protection procedures and the Trust's confidentiality policy.

Sex and relationships education is delivered as part of the National Curriculum 2013 Science programme of study and the LIFE programme which addresses the PSHEe (personal, social, health and economic education) which includes statutory citizenship and religious studies at KS4.

LIFE is the Trust's discrete programme delivered to Years 7, 8, 9 and 10 and is complemented by the KS5 guidance course.

## **Context of the policy**

"Sex and relationships education should be firmly rooted in the framework for PSHE." DfCS 2000 (most up to date guidance). "Children need high quality Sex and Relationships Education so they can make wise and informed choices." The Importance of Teaching 2010. "We need high quality, age appropriate content that relates to the modern world, addressing issues like cyber-bullying, 'sexting' and internet safety" DfE policy statement 2017.

At Outwood Grange Academies Trust we believe that effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation but should be firmly rooted within the framework for PSHEe and the National Curriculum, which are part of the Trust's desire to put Students First and raise standards and expectations for all.

We believe that students should learn the significance of marriage and stable relationships as key building blocks of community and society. They also need to be given accurate information and be given the opportunity to develop skills to enable them to understand difference and respect themselves and others to help in preventing and removing prejudice. Students should learn to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay. They need to learn about obtaining appropriate advice on sexual health.

Sex and relationship education should also contribute to promoting the spiritual, moral, cultural, mental and physical development of students while at the academy and preparing students for the opportunities, responsibilities and experiences of adult life.

NB Effective sex and relationship education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

## **General aims**

The general aims in working with students are to:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour and to recognise and understand and build healthy relationships;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand different types of relationships, including friendships and intimate relationships;
- 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;
- contraception and sexually transmitted infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- how to manage conflict and recognise unhealthy relationships;
- healthy relationships and safety online;
- how relationships may affect health and well-being, including mental health;
- access confidential sexual health advice, support and if necessary treatment;
- know how the law applies to sexual relationships.

## **Academy outcomes**

As an Academy we will:

- recognise and address the entitlement of all students to the provision of accurate knowledge and information with regard to personal, social and moral development;
- assist young people to prepare for the challenge of adult life, by supporting them in their physical, moral, cultural and social development;
- provide students with opportunities to discuss and consider sexuality and personal relationships and thereby allow them to enter adult life with knowledge and confidence;

- enable young people to embark on relationships in safety, and the ability to communicate and discuss their feelings;
- ensure that teachers have the confidence and competence to address the subject matter sensitively and in full knowledge of their legal responsibilities.

In line with national initiatives we hope to assist in reducing the levels of child sexual exploitation, teenage pregnancy and sexually transmitted diseases by helping students be able to:

- gain accurate knowledge about sex and dispel myths and misunderstanding;
- learn about sex within the context of family life;
- be aware of their own sexuality and understand human sexuality;
- have an understanding of the law regarding sexual relationships;
- understand the consequences of their actions and the need for responsibility within a relationship;
- consider the complexities and values of friendships and parenthood;
- develop self-esteem and self-confidence and thereby to avoid exploitation and pressure;
- have and utilise the knowledge and skills necessary to protect themselves and their partners from unplanned conceptions and sexually transmitted diseases;
- be aware of where to obtain confidential sexual advice and support and/or treatment if necessary.

RSE is delivered within the curriculum. Aspects of this are taught within science, through LIFE, religious studies lessons, drama and English.

## **Delivery of the Programme**

### **I. National Curriculum Science**

Key focus areas:

At KS1 students are taught:

- to recognise and compare the main external parts of the bodies of humans and other animals;
- that humans and other animals can produce offspring and that these offspring grow into adults;
- about the senses that enable humans and other animals to be aware of the world around them.

At KS2 students should be taught:

- that the life processes common to humans and other animals include nutrition, movement, growth and reproduction;
- that the life processes common to plants include growth, nutrition and reproduction;
- to make links between life processes in familiar animals and plants and the environments in which they are found.

At KS3 students are taught about:

- Physical and emotional changes associated with adolescence;

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems;
- The human reproductive system, fertilisation and the menstrual cycle;
- Development of the foetus;
- How the growth and reproduction of bacteria and viruses affect health;
- Within the context of Science, students at KS3 also learn about contraceptive methods and how they work;
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

At KS4 students are taught about:

- Sex determination in humans
- Hormonal control of the menstrual cycle, including the effects of the sex hormones;
- Some medical uses of hormones including the control and promotion of fertility (contraceptive pill and fertility drugs);
- Ethical issues surrounding IVF;
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- Issues relating to sexually transmitted infections;
- The defense mechanism of the body (and how this relates to HIV infection).

## **2. Life**

This course complements the provision outlined above and supports the teaching of RSE by dealing with social and moral issues and delivering specific areas of the sex education curriculum.

- The delivery of the curriculum is summarised in appendix I. This shows the content, year group and subject area in which the former is met;
- There is a named member of staff in the academy that has overall responsibility for RSE;
- RSE within LIFE is taught by a team of teachers who will be trained accordingly;
- In other areas subject teachers may be involved in aspects of RSE such as discussion work or role-play. Support will be provided to facilitate training, or team teaching assistance as appropriate. Staff should not feel vulnerable or de-skilled and should ask for help from the Deep Support and/or Deep Experience leads;
- Science and LIFE meetings provide opportunities to discuss training needs and share good practice and concerns.

## **3. Ensuring safe teaching and learning**

Before embarking on lessons of a sensitive nature it is important to ensure that ground rules are negotiated with the group so that both the teacher and students can work in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality. This is also set in the context of the confidentiality policy. The following aspects need to be taken into account:

- Teaching should offer students the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;

- Teaching should at all times take place in the context of an explicit moral framework;
- The emphasis of teaching of RSE within LIFE will always be on the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
- Teaching should take place in mixed gender groups but there may be occasions when this is complemented by single sex sessions dealing with male or female health or hygiene issues;
- Teachers should avoid the expression of points of view that may be seen as biased.

Teachers are reminded that it is inappropriate for teachers to give students personal advice on matters such as contraception. They should be encouraged to seek help from an appropriate agency or individual such as the academy nurse. Information is provided to discrete year groups in every academy ensuring that students are well-equipped and informed of the choices they wish to make.

If a student has embarked on a course of action likely to place him/her at risk, the teacher has a responsibility to ensure that they are aware of the implications of their behaviour. (Refer to safeguarding procedures and the Trust's confidentiality policies).

#### **4. Safeguarding children against sexual exploitation**

Child sexual exploitation is a form of child abuse which involves children and young people (male and female, of a range of ethnic origins and ages, in some cases as young as 10) receiving something in exchange for sexual activity. Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups. Through the 'LIFE' programme each academy will promote models of healthy and consensual sexual relationships, empowering young people to make positive choices in their relationships is fundamental to them making informed decisions that protect them from sexual exploitation. The Trust is aware of the risks associated with students with poor attendance records and will follow the available guidance on managing attendance, determined by the assessed level of risk using the Local Authority guidelines. Each academy will be vigilant in being aware of any activities by adults towards students which cause concern. This may involve adults who loiter outside the academy or who are suspected of inviting students to their homes. In such cases, academies will link with the Police and call 101 immediately to report any concerns.

The academies will employ the following steps;

##### **Step 1: Identifying Cases**

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour.

Step 2: Referring cases will be made depending on the issues identified to the following;

- outside agencies
- social care
- police
- school nursing team
- educational welfare officer

Step 3: Assessment

Step 4: Supporting victims out of CSE and in recovery through

- personalised workshops
- counselling services
- sexual outreach
- allocated mentor (Post 16 students)
- personal safety workshops
- e-safety workshops 8

Step 5: Ensuring child victims are supported by the designated safeguarding lead

## **Parents/Carers**

Parents/carers are informed of the Trust's policy with regard to RSE in the parent/carer handbook. Parents/carers have the right to ask their children to be withdrawn from aspect of RSE except for that covered by National Curriculum 2013. If parents/carers have concerns they should contact the academy to ask for clarification of the policy and to seek more information about what is being taught.

## **Removing your children from lessons – the process**

Parents/carers may withdraw their children from sex education excluding compulsory elements of science at any time in the academy year, but it would be most helpful if such a decision could be taken at the start of the academic year. Decisions to withdraw children from aspects of sex education should be put in writing to the Principal, however it should be noted that this is usually only for education in contraception and STIs.

Students who have been withdrawn from sex education lessons will be accommodated at the academy under the supervision of learning managers or the library/learning resource centre manager. The notice of removal from lessons will be treated in a sensitive way, to ensure that the student is not made to feel excluded from the class. The usual teacher will be informed of the removal and the reasons for it.

We acknowledge that this is a particularly sensitive area for parents and should you have any concerns, or require further information, please do not hesitate to contact; one of the Vice Principals or the Head of Department/Faculty.

## **Involvement of outside agencies**

Helplines for sexual and relationship advice are to be clearly displayed on notice boards outside the academy first aider's room.

School nurses, health visitors and other health professionals may be involved from time to time in the personal, social, health & economic education, citizenship & religious studies programme. When in a teaching situation, they should adhere to the academy RSE policy. Staff are trained to adhere to professional guidelines.

Outside visitors should be arranged through the Head of Department/Faculty who will complete the necessary agreements and arrangements.

### School age parents

In cases of suspected pregnancy please refer to the Trust's teenage pregnancy policy. The Trust acknowledges that school age male parents will also need consideration and support.

### Appendix I - RSE delivery

Growing; changing needs	KS1
Parts of body	
Staying safe	
Good relationships / respecting difference	
Behaviour	
Listening, playing, cooperating	
Differences and similarity	
Caring for each other	
Bullying	
Confidence and responsibility	
Change and puberty	KS2
Healthy, safe lifestyle	
Body changes	
Managing risks	
Peer pressure	
How babies are conceived and born	
Good relationships and respecting people	
Caring for others	
Relationships and family	
Stereotypes	
Cultured, ethnic, religion, gender and physical diversity	
Families and groups	

Making decisions when alone	Year 7
Dealing with dangerous situations	
Avoiding vulnerable situations	
Making the right choices	
Personal safety	
Friendship	
Puberty	Year 8
Emotional changes in teenagers	
Reproduction	
Parenting	
Single parents	
Forced marriage	

Domestic violence	
What is love?	Year 9
Marriage	
Relationships	
Virginity	
Consenting age	
Homophobia	
Child safety	
Personal safety 2	
Staying safe	
Social media and grooming	
Prejudice	
Self-image	
Staying safe 2	
Social media e-safety	
Female genital mutilation (FGM)	
Child sexual exploitation – staying safe	
Child trafficking	Year 11
Sex, drugs and alcohol	
Saturday night out	

## Appendix 2 Letter to parents

The Education Act 1996, legislates that sex education, including education about HIV and AIDS and other sexually transmitted diseases, must be provided for all pupils.

At Outwood Grange Academies Trust, sex education is dealt with as modules within our science and LIFE programmes.

These modules are integral to our approach to developing a healthy academy. Issues such as contraception and moral values are dealt with in a positive, helpful and sensitive manner, with high regard to the value placed upon stable family life, marriage and the responsibilities of parenthood, along with the importance of self-restraint, dignity and respect for themselves and others. We regard this as an extremely important area of our work; one in which an effective partnership with parents/carers is essential.

We are sure that everyone is aware that the law gives parents/carers the right of withdrawal from sex education. The procedures for withdrawal are covered in the policy and they are included below for your information.

By law, parents/carers may only withdraw their children from aspects of sex education not directly covered by the National Curriculum, (i.e. at Key Stage 3 – work on contraceptive methods and how they work; at key stage 4 other methods of contraception and sexually transmitted diseases.)

### Removing your children from lessons – the process

Parents/carers may withdraw their children from sex education at any time in the academy year, but it would be most helpful if such a decision could be taken at the start of the academic year. Decisions to withdraw children from aspects of sex education should be put in writing to the Principal.

Students who have been withdrawn from sex education lessons will be accommodated in academy under the supervision of the PLC Manager/Librarian. The notice of removal from lessons will be treated in a sensitive way, to ensure that students are not made to feel excluded from the class.

We acknowledge that this is a particularly sensitive area for parents/carers and should you have any concerns, or questions please contact the Head of Department/Faculty.

Yours faithfully

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### Withdrawal from sex education

Name of student		VMG	
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I do not agree to my son/daughter receiving sex education at the academy and wish to have him/her withdrawn.

Signed: \_\_\_\_\_ Parent/Carer

Date: \_\_\_\_\_

## Appendix 3 – Safeguarding referral form

### SAFEGUARDING INCIDENT RECORDING SHEET

(Once completed pass to Designated Safeguarding Lead with responsibility for Child Protection or the Principal)

Full name of Young Person	
Date of Birth and Address	
Year & VMG Group	
Date of Incident (day/month/year)	
Time of Incident (24 hour clock)	
Location	
Observed by (full name and position)	
Detailed Observation	
Concerns	
Have you spoken to the young person?	
What was said? (Please record in the young person's own words)	
Are any other young people involved or present?	
Have you spoken to the parents/carers?	
What was said? (include full name of parent/carer spoken to)	
Referred to	
Your Name	
Your Position	
Signed	
Date and Time of Record	

## Appendix 4 - Acronyms

RSE	Relationship & Sex Education
LIFE	A course, delivered to all students in Years 7 - 10, enabling students to receive their full entitlement to personal, social and health related issues.
PSHEe	Personal, social, health & economic education. Citizenship and religious education is also delivered during 'life' and 'active learning lessons', covering many issues which aid students in understanding their place in society.
KS3 Key Stage 3	(Years 7-8 inclusive)
KS4 Key Stage 4	(Years 9-11 inclusive)
KS5 Key Stage 5	(Years 12-13 inclusive)
National Curriculum	A prescriptive programme of study for all subjects and all years
Praising Stars	Six times yearly review of effort
SOW	Scheme of work
FGM	Female genital mutilation