

Sex and Relationship Education Policy

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Prepared: V Giaquinto, Vice Principal

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Verified: R. Carroll, Principal

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Approved: Academy Committee

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Sex and Relationship Education Policy, Thomas Deacon Academy

1. Aims

1.1 The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

2.1 Thomas Deacon Academy Junior

As a Junior school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education, contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Thomas Deacon Academy Junior we teach RSE as set out in this policy.

Should you require more information please refer to our funding agreement and articles of association further information. These can be found on the Thomas Deacon Academy Trust Website – Key Documents- Supplementary Funding Agreements

2.2 Thomas Deacon Academy

As a secondary academy, we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Thomas Deacon Academy we teach RSE as set out in this policy.

Should you require more information please refer to our funding agreement and articles of association further information. These can be found on the Thomas Deacon Academy Trust Website – Key Documents- Supplementary Funding Agreements.

3. Policy development

- 3.1 This policy has been developed in consultation with key stakeholders. The consultation and policy development process involved the following steps:
1. Review – a member of staff pulled together all relevant information including relevant national and local guidance;
 2. Staff consultation – staff are given the opportunity to look at the policy and SRE curriculum and make recommendations;
 3. Parent/stakeholder consultation – parents and any interested parties are invited to consult;
 4. Pupil consultation – pupils are given an opportunity to feedback on the SRE curriculum;
 5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

- 4.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information, and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity.

5. Curriculum

- 5.1 Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.
- 5.3 Primary sex education will focus on:
- Preparing boys and girls for the changes that adolescence brings;
 - How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

- 6.1 RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- 6.2 Pupils also receive stand-alone sex education sessions delivered by a trained health professional.
- 6.3 Thomas Deacon Academy Junior

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me;
- Caring friendships;
- Respectful relationships;
- Online relationships;
- Being safe.

For more information about our RSE curriculum, see Appendices 1 and 2.

6.4 Thomas Deacon Academy

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families;
- Respectful relationships, including friendships;
- Online and media;
- Being safe;
- Intimate and sexual relationships, including sexual health.

For more information about our RSE curriculum, see Appendices 1 and 2.

- 6.5 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 Committee

The Academy Committee will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

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

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with Jas Garcha – Subject Lead for PSHE.

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

8.1 Thomas Deacon Academy Junior

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

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the given form.

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

8.2 Thomas Deacon Academy

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

Requests for withdrawal should be put in writing and addressed to the Principal, Rick Carroll.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of House will discuss the request with parents/pupil.

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

9. Training

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

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

10. Monitoring arrangements

10.1 The delivery of RSE is monitored by the Subject Lead for PSHE -being through;

- Learning Walks;
- Student/Staff voice.

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

10.3 This policy will be reviewed by the Subject Lead for PSHE and Vice Principal annually. At every review, the Academy Committee will approve the policy.

Appendix 1

Cambridgeshire Personal Development Programme • Years 5 and 6 Framework CAMBRIDGESHIRE PSHE SERVICE		
<p>Myself and My Relationships 14 Beginning and Belonging (NB)</p> <ul style="list-style-type: none"> How do we make sure we feel safe in our class and school? How do we build good relationships in our class? How do we make new people feel welcome and valued? Calming down How do I feel when I do something new? Which ways to calm down work for me? How do I solve problems? Who can I talk to when I need help? How can I help and support other people? 	<ul style="list-style-type: none"> Ground Rules / class charters Responsibilities Belonging New experiences Managing emotions Calming down Problem solving Network of support 	<p>Citizenship 11 Rights, Rules and Responsibilities (NB)</p> <ul style="list-style-type: none"> How can I contribute to making and changing rules in school? How else can I make a difference in school? Are there places or times when I have to behave differently? What are the basic rights of children and adults? Why do we have laws in our country? How does democracy work in our community and in our country? What do councils, councillors, parliament and MPs do? Can I take part in a debate and listen to other people's views?
<p>Myself and My Relationships 15 My Emotions (GTBM)</p> <ul style="list-style-type: none"> What am I good at? What do I find difficult? What do I feel proud of about myself? How do I manage strong emotions? What can I do when I realise I'm in a bad mood? How do I recognise how other people feel and respond to them? How do I cope when I disagree with someone? How and from whom do I get support when things are difficult? 	<ul style="list-style-type: none"> Self awareness Feelings, thoughts, behaviour Mental health and what affects it Mood changes Worry and anxiety Managing strong feelings Empathy Calming down Assertiveness Making informed choices Assessing risk Networks of support 	<p>Myself and My Relationships 16 Family and Friends (GOFO)</p> <ul style="list-style-type: none"> Who is in my network of relationships and how has it changed? How can I develop new friendships and maintain existing ones? In what way is it positive to have differences between people? What different kinds of families are there? How can I manage some of the pressures on my relationships? Who do I get support from and how do I support others?
<p>Citizenship 9 Working Together (GFG)</p> <ul style="list-style-type: none"> What are my strengths and skills and how are they seen by others? What helps me learn new skills effectively? What would I like to improve and how can I achieve this? How could my skills and strengths be used in future employment? What are some of the jobs that people do? How can I be a good listener to other people? How can I share my views effectively and negotiate with others to reach agreement? How can I persevere and help others to do so? How can I give, receive and act on sensitive and constructive feedback? 	<ul style="list-style-type: none"> Self perception and self evaluation Developing skills Steps towards goals The world of work Effective communication Chairing group discussions Negotiation and debate Problem solving and perseverance Influence of the media Evaluation 	<p>Myself and My Relationships 17 Anti-bullying (SNTB)</p> <ul style="list-style-type: none"> Can I define bullying? Do I understand why a person or group of people may feel the need to have power over another person or group of people? Can I respond to bullying and seek support where necessary? How can bullying affect people's behaviour and wellbeing? How might people's responses to bullying improve or worsen a situation? Can I identify ways of preventing bullying in school and the wider community?
<p>Citizenship 10 Diversity and Communities</p> <ul style="list-style-type: none"> What makes up my 'identity' and that of other people? What are the different identities locally and in the UK? How can I show respect for different views, lifestyles and beliefs? What are the negative effects of stereotyping? What groups and communities am I part of? Who works for the good of the community and how can I help? What are voluntary organisations and how do they make a difference? What is the role of the media and how does it influence me and my community? Who cares for the environment and what is my contribution? 	<ul style="list-style-type: none"> Diversity in communities Community cohesion Challenging stereotypes The community and roles in it Voluntary, community, charitable and pressure groups The media Environmental issues Sustainability 	<p>Economic Wellbeing 3 Financial Capability</p> <ul style="list-style-type: none"> What different ways are there to gain money? What sort of things do adults need to pay for? How can I afford the things I want or need? How can I make sure I get 'value for money'? Why don't people get all the money they earn? How is money used to benefit the community or the wider world? What is poverty?
<p>Healthy and Safer Lifestyles 18 Managing Risk</p> <ul style="list-style-type: none"> When might it be good to take risk? What are the different consequences of taking physical, emotional and social risks? How risky are different situations? When am I responsible for my own safety? How can I keep myself and others safe? How can I get the attention of an adult if I need to? Where can people go for help? How can I help people who need support? Can I carry out basic first aid? 	<ul style="list-style-type: none"> Positive and negative aspects of risk taking Consequences and degrees of risk Personal responsibility for safety Risk reduction strategies Getting help Sources of support Basic first aid 	<p>Healthy and Safer Lifestyles 22 Drug Education</p> <ul style="list-style-type: none"> What do I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others? How does drug use affect the way a body or brain works? How do medicines help people with a range of illnesses? What does misusing a drug mean? What are some of the laws about drugs? What risks should I look for around substances? How do my friends influence my behaviour and decision making? How and why do companies advertise drugs? When and how should I check information I am given?
<p>Healthy and Safer Lifestyles 19 Safety Contexts</p> <ul style="list-style-type: none"> How can I stay safe on the roads as cyclist or pedestrian? How do I keep myself safe in the sun? How can I stay safe in my home? How can I stay safe near railways? What helps to make school a safe place? How can I prevent accidents? 	<ul style="list-style-type: none"> Road safety Sun safety Cycle safety Railway safety Electrical safety Health and safety rules in school Preventing a wider range of accidents 	<p>Healthy and Safer Lifestyles 23 Personal Safety</p> <ul style="list-style-type: none"> When am I responsible for my personal safety? What can I do to help keep myself safer? How can I act to show I'm assertive? When should I keep a secret for myself or for a friend? Who is now in my network of support and how is it changing? When and how should I ask for help?
<p>Healthy and Safer Lifestyles 20 Sex and Relationships Education</p> <ul style="list-style-type: none"> What are male and female sexual parts called and what do they do? What happens to the bodies of boys and girls when they reach puberty? What influences my view of my body? How can I keep my growing and changing body clean? How can the spread of viruses and bacteria be stopped? What is HIV? 	<ul style="list-style-type: none"> Names of sexual parts Puberty Physical change Menstruation Developing body image Changing hygiene routines Viruses and bacteria 	<p>Healthy and Safer Lifestyles 24 Sex and Relationships Education</p> <ul style="list-style-type: none"> How are babies made? How can I express my feeling positively as I grow up? When am I responsible for how others feel? What should adults think about before they have a baby? What are families like?
<p>Healthy and Safer Lifestyles 21 Healthy Lifestyles</p> <ul style="list-style-type: none"> What does being healthy mean and what are the benefits? Why is a varied and balanced diet important? How can I achieve a healthy energy balance? How does physical activity help me? How can I plan, prepare and cook healthy meals safely? What or who influences me when I'm making lifestyle choices? How am I responsible for a healthy lifestyle? 	<ul style="list-style-type: none"> Effects and benefits of healthy eating and physical activity Eatwell plate Basic food hygiene Lifestyle and leisure choices Physical and mental health 	<p>Myself and My Relationships 18 Managing Change (R,C)</p> <ul style="list-style-type: none"> What different changes do we or might we experience? How will I feel if I lose something or someone or if things change? How have I been affected by changes I have already experienced? How are my friendships and relationships changing? In what different ways do people grieve? How might I or other people behave when we are living through change? How might I feel when I move to another school?

SEAL Links: NB=New Beginnings; GOFO=Getting on and falling out; SNTB=Say no to bullying; GFG=Going for goals; GTBM=Good to be me; R=Relationships; C=Changes

Appendix 2

Long term planning model - Sep 2019 - Jul 2024						
	Health and Well being	Relationships	Wider world	Health and Well being	Relationships	Wider world
Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Transition to secondary school	Diversity, prejudice and bullying including cyber bullying	Enterprise skills and introduction to careers	The risks of alcohol, tobacco and other substances	Self-esteem, romance and friendships	Making ethical financial decisions
	Diet, exercise and how to make healthy choices	Managing on- and off-line friendships	Challenging career stereotypes and raising aspirations	Managing puberty and the issues of unwanted contact and FGM	Exploring family life	Saving, spending and budgeting our money
Year 8	First aid and personal safety, focusing on road safety	Tackling racism and religious discrimination, promoting human rights	Rights and responsibilities in the community	Mental health and emotional wellbeing, including body image	Introduction to sexuality and consent	Evaluating value for money in services
	Alcohol and drug misuse and managing peer influence	Online safety and digital literacy	Tackling age and disability discrimination	Managing change and loss	Introduction to contraception including condom and the pill	Risks and consequences making financial decisions
Year 9	Peer pressure, assertiveness and risk, gang crime	Managing conflict at home and the dangers of running away from home	Understanding careers and future aspirations	Managing peer pressure in relation to illicit substances	Relationships and sex education including healthy relationships and consent	Planning and carrying out an enterprise project
	Dieting, lifestyle balance and unhealthy coping strategies	Tackling homophobia, transphobia and sexism	Identifying learning strengths and setting goals as part of the GCSE options process	Assessing the risks of drug and alcohol abuse and addiction	The risks of STIs, sexting and pornography	Reflecting on learning skills development in key stage 3
Year 10	Transition to key stage 4 and developing study habits	Tackling relationship myths and expectations	Understanding the causes and effects of debt	Exploring the influence of role models	Understanding different families and learning parenting skills	Work experience and volunteering
	Mental health and ill health, tackling stigma	Managing romantic relationship challenges including break ups	Understanding the risks associated with gambling	Evaluating the social and emotional risks of drug use	Managing change, grief and bereavement	Mock exam preparation and study skills
Year 11	Promoting self-esteem and coping with stress	Personal values and assertive communication in relationships	Understanding the college application process and plans beyond school	<i>Exam preparation</i>		
	Learning and revision skills to maximise potential	Tackling domestic abuse and forced marriage	Skills for employment and career progression			