

Sex and Relationship Education Policy

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TDA Home > Staff Home > Controlled Documents

Prepared: Kate Booth, Lead Teacher of PD 26th March 2021

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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.

Roles and responsibilities added

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.

Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education in primary schools, although the parental right to withdraw pupils from RSE remains in place. (see 7.0)

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.

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

Under the Children and Social Work Act 2017 the government committed to making Relationships Education statutory in all secondary schools, including local authority maintained schools, academies, free schools and independent schools.

As a secondary academy, we must provide RSE to all pupils as referenced in the Department for Education statutory guidance 2019.

Department for Education statutory guidance states that from September 2020, all secondary schools must deliver relationships and sex education. The parental right to

withdraw pupils from RSE remains in secondary education, for aspects of sex education which are not part of the Science curriculum. (see 7.0)

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

Thomas Deacon Academy is fully committed to ensuring every student receives a comprehensive understanding of relationships, sex and health education. When considering relationship and sex education we are concerned with lifelong learning about relationships, emotions, sex, sexuality and sexual health. It involves acquiring information, developing skills and informing positive beliefs, values and attitudes. TDA is particularly keen to ensure that students can make informed choices regarding issues related to their physical and emotional health. ****MORE DETAIL ADDED****

5 CONTENT DELIVERY

The sexual health unit is taught weekly through Personal Development (PD) and delivered by the respective tutor. The allocated slot for KS4 is a Monday Period 1 where the tutor is the first port of call for students at the start of the week. ****TAKEN OUT AND REPLACED WITH ROLES AND RESPONSIBILITIES****

6 CURRICULUM

The rolling programme at Thomas Deacon Academy covers five key areas including: families, relationships, friendships, legislation, CEIAG and student well-being.

6.1 FAMILIES

At TDA students will have exposure to:

- a) Different types of committed, stable relationships.
- b) How these relationships might contribute to human happiness and their importance for bringing up children.
- c) What marriage is, including 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 (including new legislation introduced in January 2020 regarding civil relationships).
- d) Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- e) The characteristics and legal status of other types of long-term relationships.
- f) The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- g) 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.

6.2 Relationships and friendships

Students at TDA will be able to distinguish and respect:

- a) The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the
- b) management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- c) Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- d) How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg how they might normalise non-consensual behaviour or encourage prejudice).
- e) 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.
- f) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

- g) That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- h) What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- i) 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.

6.3 On-line and social media

Students will be able to identify where to get support and use the Internet safely and within the law, including

- a) Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- b) 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.
- c) Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- d) What to do and where to get support to report material or manage issues online.
- e) The impact of viewing harmful content.
- f) 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.
- g) That sharing and viewing indecent images of children (including those created by children) is a criminal offence, which carries severe penalties including jail.
- h) How information and data is generated, collected, shared and used online.

6.4 Laws and safety

Students will receive learning and knowledge on:

- a) The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and
- b) Female Genital Mutilation (FGM), and how these can affect current and future relationships.
- c) 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).
- d) The law in its relation to the Equality Act 2010.

6.5 Positive relationships

Students will learn about trust and healthy emotional well-being, including:

- a) 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.
- b) 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.
- c) The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- d) That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- e) That they have a choice to delay sex or to enjoy intimacy without sex.
- f) The facts about the full range of contraceptive choices, efficacy and options available.
- g) The facts around pregnancy including miscarriage.
- h) 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).
- i) 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.
- j) About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- k) How the use of alcohol and drugs can lead to risky sexual behaviour.
- l) How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

6.7 Legislation and guidance

It is important for students at TDA to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils at TDA will be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- a) marriage and civil partnerships
- b) consent, including the age of consent
- c) violence against women/men

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- d) on-line behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- e) pornography
- f) abortion
- g) sexuality
- h) gender identity
- i) violence and exploitation by gangs
- j) extremism/radicalisation
- k) criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- l) hate crime
- m) female genital mutilation
- n) Equality Act 2010

6.8 Mental well-being

How to talk about their emotions accurately and sensitively, using appropriate vocabulary.

- a) that happiness is linked to being connected to others.
- b) how to recognise the early signs of mental wellbeing concerns.
- c) common types of mental ill health (e.g. anxiety and depression).
- d) how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- e) the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Students at TDA will know where they can seek guidance and support to help them with their well-being.

6.9 Internet safety

Students at TDA will learn about the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.

How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

6.10 Physical health

Students will learn about the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

- a) the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
- b) about the science relating to blood, organ and stem cell donation.

6.11 Health eating

Students will receive information on how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

6.12 Drugs, alcohol and tobacco

Students at TDA will be exposed to facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions, plus:

- a) the law relating to the supply and possession of illegal substances.
- b) the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- c) the physical and psychological consequences of addiction, including alcohol dependency.
- d) awareness of the dangers of drugs which are prescribed but still present serious health risks.
- e) the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

6.13 First aid

Pupils at TDA will know:

- a) basic treatment for common injuries.
- b) life-saving skills, including how to administer CPR
- c) the purpose of defibrillators and when one might be needed.

****TAKEN OUT AND APPENDIX ADDED****

7.0 Parental right to withdrawal from RSE

Section 405 of the Education Act 1996 enables parents/carers to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science). If parents/carers wish to withdraw their child from this aspect of education, they should arrange to meet with their child's Head of Year in the first instance.

In primary education from September 2020:

- Parents **will not** be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).
- Parents **will** be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education)
- Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum.
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

In secondary education from September 2020:

- Parents **will not** be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents **will be** able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'