



# Relationships and Sex Education Policy

## Ernest Bevin Academy

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<b>Responsibility:</b> Assistant Principal	<b>Date Approved:</b> Summer 2024
<b>Approved by:</b> Principal	<b>Review Date:</b> Summer 2025
<b>Monitored by:</b> Principal	<b>Links to other policies:</b> PSHE Policy Collective Worship Policy Equality Policy Child Protection and Safeguarding Policy

### Policy Aims

- Address the new mandatory teaching of Relationships Education and a Relationships and Sex Education (RSE) policy required from Summer 2021
- Give information to staff, parents and carers, governors, students and outside visitors about the content, organisation and approach to teaching RSE
- Enable parents and carers to support their children in learning about RSE
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important

**Why is Relationships and Sex Education in schools important?** From guidance – Relationships and Sex Education for the 21st century.

High quality RSE helps create safe school communities in which students can grow, learn, and develop positive, healthy behaviour for life. It is essential as:

- ✓ Children and young people have a right to good quality education (UN conventions)
- ✓ Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older students frequently say that RSE was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- ✓ RSE plays a vital part in meeting schools' safeguarding obligations.
- ✓ Schools maintain a statutory obligation under the Children Act (2004) to promote their students' wellbeing, and under the Education Act (1996) to prepare students for the challenges, opportunities and responsibilities of adult life.

### Implementation

- We define RSE within PSHE, as being part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.
- RSE will be taught within PSHE lessons and science

## Content Aims

- RSE aims to give students essential skills for building positive, enjoyable, respectful and non-exploitative relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively.
- RSE is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make.

1. **Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.

2. **Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line.

3. **Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

## High Quality RSE

- Is a partnership between schools and home
- Ensures that student views influence lesson planning and teaching
- Starts early and is relevant for students at each stage in their development
- Is taught by teachers who are trained and confident in talking about issues
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- Has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- Helps students understand on and offline safety, consent, violence and exploitation
- Is both medically and factually correct
- Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- Helps students understand a range of views and beliefs about relationships and sex in society
- Teaches students about the law

- Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.
- Reduces early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

PSHE lessons and RSE topics will ensure a positive ethos and environment for learning as well as the promotion of the safeguarding students (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school. PSHE lessons stress a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.

### **RSE Curriculum**

The RSE curriculum is an integral part of the whole school PSHE education provision and will be part of the lessons based on learning opportunities for Health and Wellbeing, and Relationships. Students are taught in single sexed groups in years 7-11. RSE is taught to mixed groups at sixth form.

RSE is mainly delivered by form tutors, but occasionally health professionals or other visitors. At the start of RSE lessons teachers set a group agreement or ground rules with students to ensure that an atmosphere is created where students feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher. Students will also be able to raise questions anonymously by the use of post it notes in the classroom. Staff will devise an agreed protocol which they will follow to deal with potentially sensitive issues or use to seek support. Questions will be answered honestly and sensitively, appropriate to the age and maturity of the students.

The RSE policy reflects the core values of our equality policy in that it promotes inclusion and aims to reduce discrimination. The content, approach and inclusivity of language reflects the diversity of the school.

RSE is taught throughout years 7-13. The curriculum for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of students. It progresses from one year to another, building on what has been learnt in previous years. Our Education with Character programme aims to support the RSE curriculum by instilling positive character traits in students, fostering values such as respect, resilience, responsibility, and empathy.

RSE Programme of Study:

Year	Time of Year	Content Covered
7	Spring Second Half Term	<b>Relationships</b>
8	Autumn second half term	<b>Relationships &amp; Risk</b>
9	Autumn first half term	<b>Relationships</b>
	Spring first half term	<b>Sexual Relationships</b>
10	Summer second half term	<b>Religious Education</b>

		<ul style="list-style-type: none"> <li>Religious beliefs of contraception and sexual relationships</li> </ul>
11	Autumn first half term	<b>The Law &amp; Relationships</b>
	Autumn second half term	<b>Sexual Health</b>
12	Autumn term	<b>Sex &amp; Relationships</b>
13	Autumn term	<b>Keeping Safe</b>

### **Confidentiality, Safeguarding and Child Protection**

Although RSE is not about personal disclosures and personal issues, it is possible that a student may disclose personal information. Staff understand that they cannot promise students absolute confidentiality, and students know this too. If teachers are concerned in any way that a student is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Child Protection and Safeguarding Policy.

### **Evaluation**

Students and staff are involved in evaluating the RSE teaching programme as part of the annual review of PSHE. Every student is provided with a book or booklet in which to take notes. This ensures that tutors can capture student responses to monitor coverage and impact of the curriculum. Additionally, students complete a PSHE quiz after each term of learning, the results of which are reviewed.

### **Training staff to deliver RSE**

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. The PSHE coordinator will support teachers in delivering high-quality RSE lessons and in developing a school RSE protocol.

### **Working with Parents/Carers and Withdrawal Procedures**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality.

We will take every opportunity to inform and involve parents and carers by:

1. Making the policy available on the school's website.
2. Making available a paper copy of the policy for any parent and carer that would like one.
3. Discussing individual concerns and helping parents and carers support the needs of their children.

Parents have the right to request that their child be withdrawn from some of sex education delivered as part of statutory RSE. Parents cannot withdraw from relationships education as this is statutory, see the government link and guidance below. Parents can withdraw their

child from sex education within RSE up until the 3<sup>rd</sup> term before the child turns 16. After this point, the child can opt into sex education without their parents' permission. If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with a senior member of staff at the school, who will talk through their concerns and discuss the benefits of RSE.

If they decide to withdraw their child, work will be provided for the student to complete outside of the classroom. We will offer advice on the teaching and materials will be made available if parents wish to deliver RSE with their children at home. Parents can talk to the PSHE Coordinator about the resources to support with this. Even when a student has been withdrawn from RSE lessons, if the student should ask questions at other times, these questions would be answered honestly by staff.

### Statutory RSE Guidance

The statutory RSE guidance was last updated in September 2021. This outlines the RSE content which all secondary schools must cover, alongside that required at primary school. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> pages 27 - 29

<p><b>Families</b></p>	<p>Students should know</p> <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• 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.</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• The characteristics and legal status of other types of long-term relationships.</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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.</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<p>Students should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>
<b>Online and media</b>	<p>Students should know</p> <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> <li>• 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.</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• How information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Students should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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)</li> </ul>
<b>Intimate and sexual</b>	<p>Students should know</p>

<p><b>relationships, including sexual health</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
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