

S12 RELATIONSHIPS AND SEX EDUCATION POLICY

Responsible:	The Principal
Last Review:	March 2017
Approved by the Full Governing Body:	25 March 2017
Next Review:	March 2019

1 AIMS

- 1.1 The Bushey Academy aims to encourage and assist all students to develop the requisite skills, knowledge and values to make clear and life-enhancing decisions in the area of relationships and sex (RSE). The academy recognises that effective decision making can only be made if students have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the academy in isolation, and we seek to work with parents to ensure that the teaching of relationships and sex education reflects their expectations and complements teaching at home. Parents will be informed about the teaching of relationships and sex education each year so that they can decide whether or not to withdraw their child.
- 1.2 The academy believes that effective relationships and sex education assists students to achieve the following 5 outcomes:
- To be healthy
 - To stay safe
 - To make a positive contribution and to understand and respect diversity and difference
 - To enjoy their learning and achieve to the best of their potential
 - To achieve economic well-being

2. BACKGROUND AND LEGAL POSITION

- 2.1 Relationships and sex education is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular sexual orientation.
- 2.2 Some aspects of relationships and sex education are compulsory – these are part of the national curriculum for Science. However, parents and carers can withdraw their children from all other parts of relationship and sex education if they want.
- 2.3 All schools must have a written policy on relationships and sex education, which they must make available to parents and carers for free.
- 2.4 In delivering relationships and sex education, schools are currently required to have regard to the Sex and Relationships Education Guidance, published in 2000. The current statutory provisions on sex education are contained in sections 403 and 405 of the Education Act 1996 as amended.

- 2.5 The Government's White Paper, *The Importance of Teaching*, published in November 2010, stated:
'Children need high quality sex and relationships education so they can make wise and informed choices. We will work with teachers, parents, faith groups and campaign groups, such as Stonewall, to make sure sex and relationships education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy'.
- 2.6 In March 2015, the House of Commons Education Select Committee published a report, 'Life Lessons: PSHE and SRE in Schools' which recommended that high quality sex and relationship education be made a statutory part of the national curriculum (it currently is not); the report also recommended that SRE be renamed 'relationships and sex education' to reflect the focus on relationships and to emphasise the importance of this part of education. The academy has noted this recommendation and amended its policy to reflect this.

3. DEFINITION OF RSE

- 3.1 The Bushey Academy interprets RSE as a lifelong learning about physical, moral, emotional and sexual development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.
- 3.2 RSE has three main elements:

3.2.1. Attitudes and values:

- Learning the importance of values and individual conscience and moral considerations;
- Recognising the value of family life, marriage and stable and loving relationships (including heterosexual, lesbian, gay, bisexual and transgender) for the benefit of both themselves and society, as well as the subsequent nurturing of children;
- Understanding the different perspectives held by faith groups in relation to relationships and sex and being respectful of other alternative viewpoints within the context of developing an understanding of wider British values;
- Promote tolerance of all relationships – including those where there are differences in culture, religious beliefs and backgrounds – as well as an understanding of relationships involving individuals who identify themselves as lesbian, gay, bisexual or transgender;
- Learning the values of respect, love and care;
- Exploring, considering and understanding moral dilemmas, and;
- Developing the ability for critical thinking as part of decision-making.

3.2.2. Personal and social skills:

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Exploring ways to manage conflict to ensure more positive outcomes;
- Learning how to recognise and avoid abuse and exploitation.

3.2.3. Knowledge and understanding:

- Learning and understanding physical development at appropriate stages;
- Exploring and developing an understanding about human sexuality, reproduction, sexual health, inherited disorders, disability and the link between emotions and relationships;
- Developing an understanding of the local and national sexual health advice and support services which are available to young people, including information about contraception, abortion, sexually transmitted diseases, and HIV / AIDS;
- Developing a clear understanding about the importance of consent in sexual activities or relationships.
- Developing a clear understanding about issues such as forced marriages, faith abuse, female genital mutilation (FGM) as well as any other types of abusive relationships (eg radicalisation) including how to seek help.
- Developing the skills to deal with peer pressure around sexual activity, and exploring the reasons for delaying sexual activity and the benefits to be gained from such delay, and to avoid unplanned pregnancy.

4. RELATIONSHIP TO OTHER POLICIES

- 4.1 RSE forms an integral part of the curriculum at the academy. It is taught explicitly in both PSHCE as well as at key points within the Science curriculum, and at other planned sessions, including assemblies, tutor time and Proud to Belong Week. Subject teachers are also encouraged to take opportunities to develop students' understanding during the course of timetabled lessons.
- 4.2 The RSE policy overlaps with aspects of the S24 Curriculum Policy, which gives more detail about curriculum content, as well as the Code of Conduct for Academy Employees and the Child Protection and Training Policy.

5. ROLES AND RESPONSIBILITIES

5.1 The Principal will ensure that:

- the Governing Body is advised about the nature and organisation of relationships and sex education and how it reflects the aims and values of the academy.
- relationships and sex education is provided in a way that encourages students to consider morals and the value of family life.
- students are protected from inappropriate teaching materials and ensure that teaching does not stigmatise students on the basis of their home or personal circumstances
- the relevant schemes of work in PSHCE and Science are agreed and implemented, and regularly reviewed in light of changing curriculum demands, guidance from the Department for Education, local issues, and parental and student feedback.
- the academy is resourceful in using the expertise of outside agencies and organisations to deliver aspects of RSE education where appropriate.
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- the RSE programme is inclusive of all students regardless of ability and that support, where needed, is planned and implemented for students with disabilities and/or special educational needs.
- parents and carers have access to the programme for relationships and sex education.

5.2 **Staff** who teach relationships and sex education are expected to:

- provide relationships and sex education in accordance with this policy and in a way which encourages students to consider the morals and the value of family life and stable and loving relationships, in all their diverse forms.
- participate in the training provided by the academy in order to deliver relationships and sex education.
- implement agreed schemes of work.
- draw to the attention of the Principal, or member of the Senior Leadership Team, any materials which they consider to be inappropriate.
- respond appropriately to those students whose parents wish them to be withdrawn from relationships and sex education.

6. WITHDRAWAL FROM RELATIONSHIPS AND SEX EDUCATION

- 6.1 Parents and carers have the right under the Education Act 1996 to withdraw their children from part or all of relationships and sex education. This does not include the statutory units taught in Science.
- 6.2 Parents and carers who have concerns around the taught content should initially contact the academy's PSHCE Coordinator to discuss their concerns and to look at ways the academy can support the student and family in this area. If the parents or carers then wish to exercise their right to withdraw their child from an aspect of relationships and sex education, they should notify the Principal in writing of their decision.

7. REFERENCES

1. Education Act 1996
2. House of Commons Education Select Committee: 'Life Lessons: PSHE and SRE in Schools' (March 2015)
3. House of Commons: Sex and Relationships Education in Schools (October 2014), Standard Note SN/SP/6103
4. Department for Education White Paper: The Importance of Teaching (November 2010)
5. Department for Education: Sex and Relationships Education Guidance (July 2000)
6. Ofsted: Outstanding sex and relationships education (example): The John Henry Newman Catholic School.
7. Stonewall's School Report 2012 and Metro Youth Chances survey (2014)
8. Stonewall's Education for all – Train the Trainer Resource

APPENDICES FOR THE RELATIONSHIPS AND SEX EDUCATION POLICY

Appendix 1 - Health, Relationship and Sex Education Topics Covered in Science Years 7-11

Year 7

Reproduction

- the structure of the male and female reproductive systems, puberty, menstrual cycle, conception, pregnancy (including the effect of maternal lifestyle on the foetus through the placenta), gestation and birth, and contraception.
- the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

Year 8

Health & Lifestyles

- the importance of a balanced diet and exercise
- healthy hearts, smoking and its effects on the body
- vaccinations & antibiotics, including antibiotic resistance
- natural defences to disease / microbes (including types of microbes)
- neglect and its effect on children and families
- learning how to behave and learnt behaviour
- selective breeding and genetic engineering

Key Stage 4

Core Science

- diet and energy
- exercise and health
- pathogens and infection / fighting infection / drugs against disease
- antibiotic resistance / vaccination
- reproductive hormones
- controlling fertility
- drugs – legal and illegal
- reproduction
- cloning / genetic engineering

Additional Science

- stem cells / genetic disorders

Triple Science

- kidney failure
- waste from human activities

Appendix 2 - Health, Relationship and Sex Education Topics Covered in PSHCE

Year 7

- Friendship & Relationships, including lesbian, gay, bisexual, and transgender (LGBT)
- Bullying: promoting kindness and respect towards each other
- Introduction to puberty
- Moral choices and British values: what is right and what is wrong?
- 'Angus, thongs and perfect snogging': scheme of work looking at the start of the teenage years and the type of relationship issues students will face and how to cope.
- Staying safe online
- Work related learning

Year 8

- 'Dove Self-Esteem': scheme of work around self-image and building confidence
- Bullying: promoting positive interactions with peers (including a focus on eliminating homophobic, biphobic or transphobic (HBT) bullying through education around LGBT issues)
- The law & human rights
- Street safety
- Work related learning

Year 9

- BBC 'Underage & Pregnant': scheme of work looking at the development of relationships (in all their various forms, including LGBT) and consequences of parenthood
- Exploring issues around safe sex, including contraception & STI's
- Teenagers: body image and perceptions in the media
- Choices & consequences
- Bullying: positive relationships and healthy online behaviour
- Work related learning, including Work Shadowing Day

Year 10

- Stereotyping (including a focus on racism and HTB)
- Smoking, drugs & alcohol
- Dealing with growing up
- Mental health issues
- Work related learning, including work experience

Year 11

- Work related learning
- Making a positive contribution to academy life, including healthy interactions with staff and peers (with a focus on cultural and racial diversity and celebrating differences, including LGBT)
- Stress, its causes and consequences, and how to cope with it

Year 12 and 13

- Positive, healthy relationships (including LGBT) and conflict resolution
- E-safety and protecting ourselves online
- Domestic violence, neglect and avoiding abusive relationships or situations
- Alcohol and drugs
- Mental health and keeping well emotionally
- Exploring issues around safe sex, including contraception & STI's

Appendix 3 - Health, Relationship and Sex Education Topics: Whole Academy

- Xenophobia and different cultures
- Tolerance of differences in culture, sexuality, race, religion and other backgrounds
- British values and their link to our Proud to Belong ethos
- E-Safety fortnight
- Black History Month
- LGBT History Month and Stonewall's LGBT Role Model Speakers' Programme
- The dangers of radicalisation
- Female genital mutilation (FGM), forced marriages and other types of abusive relationships, including domestic violence
- Weekly whole academy assemblies, including a regular focus on diversity and difference (eg cultural, racial, and LGTB among other topics)
- Fortnightly House assemblies

Appendix 4 - Health, Relationships and Sex Education Covered in Philosophy, Beliefs and Ethics

Year 7 and 8: Key Strands

- Different beliefs, their teachings and ways of expressing meaning
- Religious practices and lifestyles
- Human identity, personality and experience, including relationships within communities and upbringing of children (including from a LGBT perspective.)
- Values and commitments, including within relationships

Year 7: Specific Units

- Unit 2: What is the secret to a happy life?
- Unit 4: Does equality matter?
- Unit 5: Someone special

Year 8: Specific Units

- Unit 2: Moral dilemmas
- Unit 3: Is religion dangerous?