

Sidmouth College

Relationships and Sex Education Policy

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Whitworth, Mrs L
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2 RATIONALE AND ETHOS

This policy covers our College's approach to the teaching of Sex and Relationship Education. It was produced by the PSHE Lead through consultation with parents, students, local service providers and governors.

Sidmouth College Curriculum Intent

Our rich curriculum inspires students to succeed through a learning journey that provides knowledge, skills and opportunities for them to be responsible global citizens with positive life chances.

Our students will believe in their ability to succeed, becoming confident and resilient learners. They will engage with their community, be literate, numerate and have a lifelong love of learning. They will know what challenge and success feels like for them as an individual.

Our teachers will, regardless of student ability, age or background, develop curiosity and critical thinking, foster aspiration and have a belief in success for all students.

At Sidmouth College we believe that our high quality Relationships and Sex Education will stay with our students for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

At Sidmouth College our RSE program will:

- Be age appropriate and differentiated to the needs of ALL students
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of **loving relationships**, rooted in **mutual respect**
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
- Represent all types of families and to explore the different methods for starting a family
- Ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum
- Ensure students can identify the qualities of **healthy and unhealthy relationships**
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Make students aware how and where to **seek help** if they are in an unhealthy or abusive relationship
- Prepare students for the journey from **adolescence to adulthood**
- Provide students with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that students have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in **safe sexual activity** by exploring a range of **contraception**
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop students' understanding of the dangers of pornographic material

3 ROLES AND RESPONSIBILITIES

The RSE programme will be led by PSHE teachers. The PSHE lead ensures the consistent and appropriate delivery of the curriculum. Student voice and Sidmouth College quality assurance is used to review the impact and effectiveness of the program.

4 LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)

From September 2020 the guidance document '*Relationships Education, Relationships and Sex Education and Health Education (RSHE): statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*' will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education and Health Education (RSHE). Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units. **See appendix A for further information on curriculum content.**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

The RSE policy supports/complements the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- PSHE Policy
- Mental health and Well-being Policy

Documents that inform the College's RSE policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

5 CURRICULUM DESIGN

We will ensure RSE is matched to the needs of our students by regular student voice questionnaires. These are taken in line with the whole college quality assurance plan and after each impact day.

Our RSE programme will be planned and delivered through a one hour a fortnight curriculum to all students in Years 7 – 11.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including; role play, group and class discussion, online programs, student led research, developing understanding of term terms through regular quizzes and specialist workshops.

Lessons are differentiated by the PSHE staff to ensure that all learners can access and benefit from the PSHE curriculum. A strong emphasis is placed on the development of social and communication skills, this often allows students with literacy needs to be successful through verbal input.

Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin our college values.

Students are encouraged to reflect on their own learning and progress by creating a mind map at the start of each unit in response to the key question for that unit. This is revisited at the end of the unit so that students can add in red pen, any new learning.

At the end of each half term unit, all students complete a quiz to assess their understanding of the key terms vocabulary for that unit. This is marked automatically and the scores are recorded in their PSHE work booklet.

An example overview of the learning in each year group can be found in Appendix A, B and C.

6 SAFE AND EFFECTIVE PRACTICE

We will ensure a safe learning environment by consistently applying the Sidmouth College Non- Negotiables, with special emphasis on respect and listening. Distancing techniques such as; case studies and examples, are used to limit the distress that may be caused to students who are personally affected by the topics covered.

All PSHE classes are seated according to the decision of the teacher, these seating plans are an important tool as they identify students who have SEND (in red) and who are disadvantaged (in blue), allowing the teacher to support the students in these key groups in their understanding. During the RSE units students are permitted to move into gender based groupings in order to feel comfortable when discussing sensitive topics.

Students' questions will be answered by PSHE teachers in a sensitive and honest manner, where the teacher feels unable to answer the question they will refer the student to the PSHE lead or to student support. Students are able to raise questions anonymously by placing a slip of paper in a question box to be answered in the next lesson.

During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play.

All staff teaching RSE will be supported by the PSHE lead, the college Designated Safeguarding Lead and Inclusion Lead.

7 SAFEGUARDING

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead, in their absence their deputy.

Visitors/external agencies which support the delivery of RSE will be required to sign in have an up to date DBS, not be left alone with students and report any disclosures to the DSL or PSHE Lead.

8 ENGAGING STAKEHOLDERS

Parents are informed about the policy through the college newsletter, regular email updates and the parent forum. The policy will be available to parents through the College website. We are committed to working with parents and carers by taking feedback on this policy. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through the College website and annual parent forums on PSHE and RSHE.

We will notify parents and carers when Relationships and Sex education will be taught, whether as part of the PSHE or as a workshop on Impact Days by sending an email or letter to the parents and carers of all students concerned.

Right to withdraw your child ¹

Parents and carers do not have the right to withdraw from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If parents and carers do not want their child to take part in some or all of the Sex Education lessons they can ask that they are withdrawn. The Principal of Sidmouth College will consider this request and discuss it with the parents and carers, and will grant this in all but exceptional circumstances, up until three school terms before the student turns 16. At this age, the child can choose to receive Sex Education if they would like to, and Sidmouth College will arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Governors will review the RSE policy and be informed about the curriculum through Governor meetings.

Students will be consulted on regularly through student voice questionnaires as part of the College quality assurance process, feedback after each impact day and also through the student executive and house council system.

9 MONITORING, REPORTING AND EVALUATION

Teachers will critically reflect on their work in delivering RSE through discussion in departmental meetings and as part of the annual curriculum review of PSHE.

Students will have opportunities to review and reflect on their learning during lessons when completing their progress mind maps in their PSHE booklets and as a part of their termly key terms quiz.

10 RSE POLICY REVIEW DATE

This policy will be reviewed by the PSHE lead and Governors regularly and in July 2021 at the latest.

This will ensure that Sidmouth College is continuing to meet the government guidance and ensure that students have access to high quality learning and teaching in PSHE.

¹ At Sidmouth College we are teaching these subjects from September 2019, parent's right to withdraw from Sex Education is governed by the current legislation and so is absolute for the 2019/20 academic year – a student cannot opt in, and the principal will not overrule this request. This will remain the case until September 2020, when the new subjects will become compulsory and the new right to withdraw provisions will apply.

11 APPENDIX A – PSHE CURRICULUM SRE FOCUS

Year 7 Units	Year 8 Units	Year 9 Units	Year 10 Units	Year 11 Units
What makes a good friend?	What are relationships?	What is a healthy relationship?	What is identity and sexuality?	How are relationships in Adulthood different?
How can other people affect me?	How should I deal with relationships?	How does social media affect relationships?	How is a family made?	Where can I get support?

12 APPENDIX B – EXAMPLES OF PSHE CURRICULUM

12.1 YEAR 7

Spring Term 1 - Relationships	Spring Term 2 - Relationships
<p>What makes a good friend?</p> <p>R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</p> <p>R2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise</p> <p>R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness</p> <p>R6. the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)</p>	<p>How can other people affect me?</p> <p><i>key facts about puberty, the changing adolescent body and menstrual wellbeing.</i></p> <p><i>the main changes which take place in males and females, and the implications for emotional and physical health.</i></p> <p>R30. to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it</p> <p>R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours</p> <p>R37. how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns</p> <p>R4. to explore the range of positive qualities people bring to relationships</p>

12.2 YEAR 8

Spring Term 1 - Relationships	Spring Term 2 - Relationships
<p>What are relationships?</p> <p><i>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</i></p> <p><i>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</i></p> <p>R8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)</p>	<p>How should I deal with relationships?</p> <p>R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement</p> <p>R13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context</p> <p>R36. to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy</p> <p>R34. about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support</p>

<p>R9. the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children</p> <p>R10. that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable</p> <p>R11. the roles and responsibilities of parents, carers and children in families</p>	
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12.3 YEAR 9

Spring Term 1 - Relationships	Spring Term 2 - Relationships
<p>What is a healthy relationship? <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 about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</i></p> <p>R14. to understand what expectations might be of having a girl/boyfriend</p> <p>R7. that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships</p> <p>R18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected</p> <p>R29. the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them</p> <p>R38. when the sharing of explicit images may constitute a serious criminal offence</p>	<p>How does social media affect relationships?</p> <p>R23. to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)</p> <p>R5. that relationships can cause strong feelings and emotions (including sexual attraction)</p> <p>R32. to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns</p> <p>R33. laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon</p>

12.4 YEAR 10

Spring Term 1 - Relationships	Spring Term 2 - Relationships
<p>What is identity and sexuality? <i>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others that they have a choice to delay sex or to enjoy intimacy without sex</i></p> <p>R13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p>R2. the characteristics and benefits of positive, strong, supportive, equal relationships</p> <p>R14. to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)</p>	<p>How is a family made? <i>the facts about the full range of contraceptive choices, efficacy and options available</i> <i>the facts around pregnancy including miscarriage</i> <i>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></p> <p>R4. parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)</p> <p>R24. the reasons why parents choose to adopt/foster or to place children for adoption/fostering</p> <p>R27. that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age</p>

<p>R1. strategies to manage strong emotions and feelings</p> <p>R3. that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other</p> <p>R6. managing changes in personal relationships including the ending of relationships</p>	<p>R28. about the options open to people who are not able to conceive</p> <p>R25. about abortion, including the current legal position and the range of beliefs and opinions about it</p> <p>R26. the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support</p>
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12.5 YEAR 11

Spring Term 1 - Relationships	Spring Term 2 - Relationships
<p>How are relationships in Adulthood different? <i>the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</i></p> <p>R19. to manage unwanted attention in a variety of contexts (including harassment and stalking)</p> <p>R17. to understand the pernicious influence of gender double standards and victim-blaming</p> <p>R20. to understand and respect others' faith and cultural expectations concerning relationships and sexual activity</p> <p>R29. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</p>	<p>Where can I get support? <i>how the use of alcohol and drugs can lead to risky sexual behaviour</i> <i>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</i></p> <p><i>R9. about the impact of domestic abuse (including sources of help and support)</i></p> <p>R10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances</p> <p>R11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement</p>