

Hummersknott Academy



42 – Relationship and Sex Education (RSE) Policy

Review Date: July 2024

Adopted/V1	V2	V3	V4				
July 2012	June 2016	July 2019	July 2021				

Hummersknott Academy Trust incorporates Hummersknott Academy and Skerne Park Academy and unless otherwise stated this policy applies to all Academies equally. This policy relates to Hummersknott Academy only.

PURPOSE

To consider the following main issues:

Approaches to delivering Relationships and Sex Education (RSE)

Monitoring and assessment of RSE

- 1 Building the learning community
- 2 Ensuring that all students are able to achieve their full potential
- 3 Developing the highest quality learning experiences possible for all our students
- 4 Being open, outward looking and responsive

SCOPE

Hummersknott Academy is a large secondary school for students aged 11-16. Students come from both single and dual parent families. There is a wide social mix and very varied family backgrounds. In each year there are children with special needs.

Aims of the RSE

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should teach students that sex is a healthy and normal part of a consensual intimate relationship. In an attempt to enable students to acquire knowledge, skills, responsible attitudes and behaviour with regard to relationships and sex education, Hummersknott Academy aims to provide a worthwhile educational experience for all its students which will present opportunities for students to:

- Changes to the body, emotions and mental health during puberty including the menstrual cycle.
- Personal responsibility for Health (e.g. personal hygiene, healthy habits).
- 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.
- Know that all aspects of health can be affected by the choices they make in relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing.
- 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.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy and parenting advice.
- 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).
- How the different sexually transmitted infections (STIs), including HIV and 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.
- How the use of alcohol and drugs can lead to risky sexual behaviour?
- The effect of the media and the internet on body image.
- Pornography and the potential for it to affect their relationships and expectations

Rationale for RSE

At Hummersknott Academy, we believe that RSE is fundamental to providing students with the knowledge to enable them to make the choices that enabled them to lead healthy and happy adult lives. Among the things it will concentrate on are: what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover consent, sexual health and contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. It should encourage the acquisition of skills and attitudes which allow students to manage their relationships in a responsible and healthy manner.

Hummersknott Academy ensures RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by tailoring lessons according to the needs of these pupils in consultation with senior leaders, class teachers and parents, if applicable.

We ensure RSE fosters gender equality and LGBTQ+ equality by not allowing stereotypes to come into our teaching and promoting respect for all, from all. Specific professional development will be offered to support teaching if necessary.

Role and Responsibilities

The RSE programme is led by the Subject Leader for Life Skills. The taught curriculum will be taught by members of the SLT and subject leaders of Life Skills and Form Mentors during dedicated form time and Life Skills days. Teaching staff will receive RSE training through the Academy's CPD programme to support students with the delivery of the key aspects of the statutory requirements.

Legislation

We are required to teach relationships education/ RSE to all students as per section 34 of the Children and Social work act 2017. In teaching RSE, we are required by our funding agreement to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996 and this informs the delivery of RSE through the PSHE curriculum. Current regulations and guidance from the Department for Education state that from September 2020, relationships and sex education will become statutory in all secondary schools in England and Health Education will also become statutory in all state-funded schools. The RSE policy supports/complements the following policies:

The RSE policy supports/complements the following policies:

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

Other documents which have informed this policy include:

- 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)

RSE in the PSHE Curriculum

Provision

At Hummersknott Academy our RSE programme is an integral part of our whole school PSHE education provision and is also taught through other aspects of the curriculum.

- Targeted curriculum time delivered in the familiar context of the Form Mentor group by their Mentor at Key Stage 3
- 1 hour a fortnight in Years 9, 10 and 11
- Teaching RSE education through and in other subjects/curriculum areas (e.g. Science, PE and Religious Education)
- 5 Life Skills Days throughout the year where there is a whole school focus on PSHE education
- Through involvement in the life of the school and wider community
- Through day to day pastoral care and guidance

RSE is delivered through identified form mentor time has resulted in a spiral curriculum that builds on the knowledge and skills acquired in previous years.

Teaching Methods and Learning Approaches

All teachers are encouraged to develop a repertoire of flexible, active learning methods in line with Hummersknott's agreed Learning Strategy. In addition students will be given opportunities to explore issues through school and community involvement and in a way that is challenging and relevant to their lives.

- effective starting and ending strategies
- high order questioning skills (questioning)
- climate building and ground rules (the emotional climate)
- agenda setting (Planning, target setting)
- working together (Effective Team workers, interdependence)
- values clarification (Empathy & Listening)
- information gathering and sharing (Literate in Word, Number and Informatics)
- consensus building (distilling, making links)
- problem solving (Creative Innovators)
- understanding another point of view (Empathy & Listening)
- working with feelings and imagination (Emotionally Grounded)
- reflection, review and evaluation (revising, distilling)
- School Council - preparatory activities
- drama and role-play
- Discussion and debate

Assessment, Recording and Reporting

In PSHE education there are two broad areas for assessment:

- Students' knowledge and understanding, for example, information on health, understanding of procedures including health and safety
- How well students can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships
- Students use of this knowledge and understanding alongside the use of their newly found skills to underpin the making of informed choices

Teachers are encouraged to collect evidence of learning outcomes from the PSHE/RSE sessions to make a judgement about students' progress against **the non-statutory statements** below. This evidence might include:

- draw and write a concept
- mind-mapping
- display of a community action project, such as at parents' evening
- presentations
- observation of a group discussion or group task
- photographs, films or even 'flip' video
- web page or blog
- role play
- campaigning letters, emails or press releases
- silent debate - where students write down their arguments/opinions
- written evidence and extended writing

Assessment in PSHE education does not imply that students are failing as citizens. It is not a judgement on the worth, personality or value of an individual student or their family. This can be particularly important in working with students from diverse backgrounds or who have emotional and behavioural difficulties.

By the end of Key Stage 4

Families

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- 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
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- 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.

Respectful relationships, including friendships

- 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
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- 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)
- 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
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control

- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- 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

Online and Media

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

Being Safe

- 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
- 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)

Intimate and sexual relationships, including sexual health

- 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
- 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
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- 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
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- 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)
- 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
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Parental Right to Withdraw their Son or Daughter from Sex Education Lessons

In accordance with the Department for Education Statutory guidance (September 2020), parents have the right to withdraw their children from any or all parts of the school's programme of sex education, other than those elements which are required by the National Curriculum Science Order. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this aspect of the programme. Parents should write to the Executive Headteacher, stating their objections. There is no right to withdraw students from Relationships Education or Health Education. The Academy should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, 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. *See Appendix 2.*

Child protection and safeguarding

Teachers are aware that effective RSE brings an understanding of what is and what is not appropriate in a relationship. We also recognise that the teaching of sensitive subject matter could lead to a disclosure of a child protection or safeguarding issue. If this is the case, then teachers will follow the Child Protection policy and consult with the Designated Safeguarding Lead.

Advice to Individual Students

It is important to distinguish between the School's function of providing education generally about relationships and sexual matters and the giving of advice to individual students on these issues. It is understood that this function should never trespass on the proper exercise of parental rights and responsibilities. Staff take a pastoral interest in the welfare and well-being of their students. It is staff responsibility to educate and inform students, therefore all lessons will be taught with this in mind, staff will ensure that student well-being is at the front of all teaching. This means that staff will only provide students with information about the options available to them, there will also be a focus on sign posting students on where to get help. This will ensure students have the information they need, or know where to get it from, to make informed and healthy choices regardless of topic. *See Appendix 1.*

Role of the PSHE Education Subject Leader

The leader is responsible for:

Policy development-working with all stakeholders to develop a:

- PSHE education policy
- PSHE education development plan as part of the Academy Improvement and Development Plan
- System for assessing, recording and reporting
- System for monitoring and evaluation

Curriculum planning-including:

- drawing up a scheme of core provision for Key Stages 3 and 4
- Identifying opportunities for PSHE learning in other subjects in liaison with Key Stage coordinators
- Identifying opportunities for PSHE learning beyond the classroom

Managing learning and teaching-including:

- building/supporting a PSHE education team
- co-ordinating assessment, recording and reporting
- Liaising with the school council

Liaison with the Training School team:

- Overseeing necessary training of NQTs and new staff for the purpose of PSHE education both within subject areas and discrete mentor time

Use of Community Based Agencies

Community based agencies may be involved in inputting to PSHE education lessons and as points of referral as support services for students. The school actively co-operates with other agencies appropriate to student needs such as theatre groups, the police, the local authority PSHE/Citizenship education team and Health workers to enhance the quality of its PSHE education provision. At Hummersknott Academy we involve the following organisations in our PSHE education programme:

- Local Police
- Darlington Youth Workers
- School Nurse
- School councillors
- Barnardo's workers
- Youth offending
- Switch
- Social Services

Professional Development

Staff will be given opportunities to develop their thinking and skills in delivery of RSE through a range of opportunities that may come from:

- Staff CPD Sessions
- Working Party meetings
- Identified needs as part of Appraisal

This policy has been informed by:

Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Consultation with Teachers, Parents, Governors and students

This policy links with values 2 - Outstanding provision, 3 - Nothing but the best for all, 4 – Taking responsibility, 5 - Foundations for future success, 6 - The human spirit, 7 - Healthy lives, 8 – Moral compass, 9 - At the heart of the community and 10 - Global citizens of Hummersknott Academy Trust's Vision and Values.

RESPONSIBILITY

This policy will be reviewed and updated where necessary by the Assistant Principal Personalised Learning and Wellbeing and approved for adoption by Local Governing Body Community Committee.

PUBLICISING THE POLICY

A copy of this policy will be available on each Academy's website and the X Drive/intranet where applicable. Staff will be advised of amendments to this policy via the Staff Bulletin/Briefing and are expected to familiarise themselves with the content.

POLICY STATUS

This is a statutory policy.

Answering Difficult Questions

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE education. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class settings and what will be dealt with on an individual basis.

The exercises are carefully designed to create a safe and secure learning environment. This is done through various teaching techniques and activities that set clear boundaries.

Ground Rules and Distancing Techniques

- Students will be given preparation so that they will know how to minimise any embarrassment they feel
- No one, teacher or student, will be expected to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way

Dealing with Questions

- Teachers must establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- Teacher will set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which does not encourage giggling and silliness
- Students will be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate
- If a verbal question is too personal the teacher must remind the student of the ground rules
- If a question is too explicit, feels too mature for a student, is inappropriate for the whole class, or raises concerns about abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis
- Teachers must not be drawn into providing more information than is appropriate to the age of the student
- If a teacher is concerned that a student is at risk of abuse the Executive Principal must be informed and the usual child protection procedures followed

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships' lessons and during the sex education lessons, he will be working independently on a project in the library