

RELATIONSHIPS AND SEX EDUCATION POLICY

1. Introduction

This policy will set forth the aims, objectives and nature of the Academy's provision of Relationships & Sex Education through the wider Personal Development Curriculum. Whilst reflecting the Academy's ethos of traditional values, it is essential that the delivery of Relationships & Sex Education should be inclusive and in doing so reflect current DFE guidelines (2012) on inclusive practice in SRE .

This policy will define Relationships and Sex Education; describe how it is provided and who is responsible for providing it; explain how RSE is monitored and evaluated; include information about parents' right to withdraw their child from certain aspects of RSE; explain the Academy's position on managing sensitive topics in the classroom and more widely when working with parents; how the RSE policy links to other policies; confidentiality and finally, working with outside agencies and partners in delivery of RSE.

General Principles

- a. Relationship and Sex Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the Academy and part of the child's all round development.
- b. The DFE guidance from Sept 2012 states, "Effective sex and relationship education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills that are particularly important today because of the many different and conflicting pressures on young people."
- c. The Academy recognises the legal right of withdrawal from sex education, other than that delivered through National Curriculum Science, and is sensitive to those parents find the delivery of some explicit teaching in school unacceptable.
- d. It is essential to regard parents as partners in the delivery of Relationships and Sex Education in the Academy and affirm their valuable role in the home, or delivered through the home. Students learn more about marriage and relationships from their own homes than they do anywhere else. For many this will be predominantly positive. The ordinary, everyday working out of long-term commitment, will give them a sound template to work from. For others, whose experience of relationships may include neglect and abuse, it will be confusing and possibly painful. The Academy encourages parents to discuss issues around relationships and sex with their child, especially around the times RSE is delivered in the curriculum. Active parental involvement in RSE means that students are able to place the learning they receive in RSE lessons in the context of their family's values and beliefs about relationships and sex.
- e. As children grow older, their earliest learning is supplemented by a widening circle of acquaintance and by television, film, public lives and literature. Children absorb knowledge that fits with their early patterning easily. It is vital, therefore, that the Academy should explicitly participate in this area of children's learning.
- f. Regardless of background and behaviour, all students will be caringly accepted within the

Academy.

g. The National Curriculum context for understanding reproduction, sexual behaviour and safety should also include the exploration of relationships, values, morals and beliefs in the multi-faith context, so that increasing knowledge is gained alongside the development of communication and decision making skills and positive attitudes to oneself and others. In this way students will become increasingly responsible for their own sexual behaviour.

h. It is essential that the teachers concerned feel comfortable with this area of the curriculum to foster a spirit of sharing and openness. It may be that some discussions are managed more easily by teaching boys and girls separately.

i. The Academy should provide a safe and secure environment in which marriage and other long term human relationships can be explored. This implies that teaching is designed to present concepts and ideas that individual students may choose to relate to their own experience.

2. Objectives

The objective of Relationships and Sex Education at LHEA is to provide students with their statutory entitlement to an understanding of human growth and reproduction as set out in the National Curriculum within a complimentary wider Personal Development curriculum that allows students to explore associated themes of adolescence, human sexuality, rights and responsibilities within sexual relationships, the variety of ethical and moral positions around sex and the psychological and social impact of relationships and sex in society. This holistic approach to RSE will allow students to learn about sex within the context of healthy emotional and social wellbeing and responsible citizenship.

3. Leadership & Management

Relationships and Sex Education will be led by the Personal Development Curriculum Leader with the oversight of the Leadership Team member responsible for Student Inclusion, Welfare and Guidance. The Personal Development Curriculum Area currently resides in the Faculty of Sport and Wellbeing, which allows the Academy to ensure that RSE is set in the wider 'wellbeing' curriculum.

4. Delivery

The Personal Development Curriculum is delivered by Personal Development teachers through a discreet lesson each week. Students study Personal Development from Year 7 to 11 following topics found in the PSHE and Citizenship framework. Relationships and Sex Education is delivered within this context. RSE should always be taught in the context of PSHE in order that students grow up understanding that sex is not a singular phenomena of adult life but instead learn to properly place their conception of sex within a wider understanding of a healthy, balanced and committed adult relationship, i.e. marriage. Sixth Form Relationships and Sex Education is delivered through the Thursday Lecture Series and optional workshops delivered by external partners. An advice 'drop in' service is also on offer at regular intervals throughout the academic year to promote services in the community available to young people. The School Nurse is available on a weekly basis by appointment.

In accordance with DFE (2012) guidance on culturally sensitive RSE students are taught in single gender classes for Personal Development lessons at Key Stage 3 and for specific Relationships & Sex lessons at Key Stage 4. It is acknowledged that learning in PSHE is enhanced when boys and girls are able to discuss issues together and so at Key Stage 4, when students are more mature, students will only be taught separately when Relationships and Sex topics are being covered; thus ensuring the Academy is sensitive to the students and their families who may deem it inappropriate to discuss sex and sexuality in mixed gender contexts.

In order to ensure the highest quality of health advice and guidance is provided to students, visiting speakers will be used to support Personal Development teachers. External partners such as Schools' Nurses and Youth Workers specialising in sexual health, STI prevention and treatment and contraception advice will deliver some RSE lessons. In these instances, the Personal Development teacher will be present and will act in a supporting role to the external

partners to ensure that learning is tailored to the individual needs of the students. External partners will be required to conform to this policy statement. Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual students but, in a classroom situation, they should follow the Academy's Confidentiality Policy. It is the Personal Development Curriculum Leader's responsibility to ensure external partners follow the Academy's RSE policy.

Aspects of sexual behaviour raised outside of the Personal Development Curriculum

The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour in lessons other than Personal Development (English Literature, RE, Art, Media Studies and Drama are likely subjects due to their focus on human nature and society). Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the Academy Relationships and Sex Education programme.

In such cases, particularly since they may involve students whose parents have withdrawn them from sex education as such, teachers will need to balance the need to give proper attention to relevant issues with the need to respect students' and parents' views and sensibilities.

The Governing Body expects that teachers will draw upon their professional judgement and common sense to deal effectively with such occurrences and that they will be conversant with this policy document and act accordingly.

Pastoral Support through the delivery of RSE

Sexuality is an important part of living and learning but it may present some individuals with worries and tension at certain times in their lives. The quality of support available for individual students worried or disturbed by some aspect(s) of their development, relationships or environment is of prime importance.

Good teachers have always taken a pastoral interest in the welfare and well-being of children and young people. Care must be taken, however, in counselling and advice to individual students, particularly with regard to their sexual behaviour, and must not trespass on the proper exercise of parental rights and responsibilities. It will require skilled judgement to know when to counsel and when - and how - to refer for specialist counselling and support.

Personal Development Teachers with safeguarding concerns will only report their concerns immediately to the Child Protection Officer. (Related information on confidentiality and safeguarding can be found in section 6). 5. Working with Parents

Relationships and Sex Education at Chelsea Academy is designed to be complementary to, and supportive of, the role of parents in educating their children about sexuality and relationships. (In this policy statement, 'parents' means all those having parental responsibility for a child). The role of parents in the review of the RSE policy is an integral part of the review process and, between review periods, parents are invited to comment on the extent to which this policy reflects their wishes and the culture of the community served by the Academy.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction necessary under National Curriculum Science. Alternative provision will be made for withdrawn students in this instance. Parents may choose to withdraw their child from only one particular aspect of the RSE curriculum. In all individual cases, the class teacher will ensure that alternative learning provided to withdrawn students is valuable and relevant to the student at their particular developmental stage and will focus on relationships whilst

respecting the values and wishes of the parent.

Notice will be given to parents at least four weeks prior to the start of RSE teaching in Personal Development lessons so parents have the opportunity to discuss the planned RSE lessons with teachers, seek advice and / or speak to their child before making the decision to withdraw or to allow their child to participate in the RSE lessons. Parental consent will be sought by the Academy in the first instance and kept on record to inform any future planning for the withdrawal or inclusion of students in RSE lessons.

6. Confidentiality in RSE – Safeguarding Children

Teachers are required to adhere to the Academy's policy on confidentiality between themselves and students as set out within this section. Students should be reassured that their best interests will be maintained. However, teachers cannot offer or guarantee absolute confidentiality. If confidentiality has to be broken, the student should be informed first and then supported, as appropriate. When discussing issues in the classroom any disclosures from students that indicate the student is at risk (see below) must be reported by the teacher to the Designated Senior Member of Staff for Safeguarding of Children (DSMS), who will decide whether parents should be informed, and any other action taken. Class teachers will not directly inform parents of disclosures. Teachers will recognise the importance of listening to the concerns of individual students .

Students are deemed to be 'at risk' if they are:

- Involved in situations where they can endanger themselves or others;
- Involved in situations where they are being exploited or are exploiting others;
- Victims of abuse, physical / sexual or emotional; this would require referral to the DSMS.

If a teacher learns from an under 16 year old that they are having, or are contemplating having, sexual intercourse, they should take steps to ensure that:

- Wherever possible, the young person is persuaded to talk to their parent or carer;
- That the young person understands the need for advice on sexual health and is given precise information about where he / she can access confidential contraception and advice services;
- Any child protection issues are addressed.

The Academy Governors and Senior Leadership will support the staff member in exercising her / his professional judgement about what is in the young person's best interest. It is only in the most exceptional circumstances that the Academy should be in the position of handling information without parental knowledge. Where younger children are involved this will be grounds for serious concern and child protection issues will need to be addressed. Students should be encouraged to talk to their parents and given support to do so. If there is evidence of abuse, the Academy's child protection procedure should be adhered to, ensuring that students are informed of sources of confidential help, for example, the Academy nurse, counsellor, GP or local young person's advice service.

7. The Academy's position on managing sensitive topics in the classroom

a. Sexual Orientation

DFE guidance (2012) states "sex and relationships education is not about the promotion of sexual orientation or sexual activity; any such promotion would be deemed as inappropriate teaching." Guidance from LDBS (2009) states that "schools should not avoid the issue of sexual orientation" recognising that diversity in sexual orientation and same sex relationships are controversial issues for the Christian faith (this is the case for other faiths too) "on which there is no one agreed Christian view." The LDBS policy advises Church of England Schools that, "the topic should be discussed calmly and objectively as part of the curriculum in secondary schools without either approval or disapproval. Homophobic name-calling should

be dealt with firmly, in the same way as racist name-calling. This should be covered by the school's anti-bullying policy."

b. Contraception

Teachers may not give personal, individual advice on contraception to those under 16 years of age for whom sexual intercourse is unlawful. Teachers must 'signpost' or advise students to seek advice from parents and / or general practitioners. Different types of contraceptive methods will be dealt with together with information about agencies offering help and advice in age appropriate RSE lessons and parents will be notified at least four weeks before in the first instance to enable them to consider their option to withdraw their child from RSE lessons that cover the topic of contraception if they so wish.

c. Cultural approaches to Sexually Transmitted Disease prevention

i. HPV vaccination programme

Since 2008, the NHS has operated a nationwide vaccination programme providing the HPV (Human Papillomavirus) vaccine to all girls aged 12-13 (Year 8). The SRE Forum (2013) recognise "the HPV programme making a positive contribution to sexual health and wellbeing of young people and support the reach and effectiveness of the programme." Sex Ed Forum recommend all Secondary Schools teach about the social and biological aspects of HPV starting in Year 7. However, the Academy will ensure that any discussion and promotion of the availability of the HPV vaccine is culturally sensitive and objective. Parents should be offered or signposted to further information on the benefits of the HPV vaccine and teachers should ensure that discussions that may arise in Personal Development lessons, and informally around the Academy, are managed sensitively to ensure students are not left confused by conflicting viewpoints between family and school.

ii. HIV AIDS

DFE guidelines (2012) state that, "for all Sex & Relationships educators including schools, knowledge on HIV / AIDS is vital." The RSE curriculum will cover HIV / AIDS along with other common STIs (as advised by our local health professionals). An important aspect of teaching on the subject of STIs including HIV / AIDS is dispelling myths about the transmission, prevention and treatment of such diseases. As stated in section 5 of this policy, parents have the right to withdraw their child from lessons covering STIs.

d. Abortion

It is accepted that abortion is an emotive issue and that any teaching must present a balanced view that respects a range of religious beliefs and which takes into account the law relating to abortion. The DFE guidelines (2012) state that "young people need to be aware of the moral and personal dilemmas involved in abortion and know how to access a relevant agency if necessary." The LDBS RSE Policy (2009) advises that "Schools should teach that abortion is an emotive issue where strong arguments are voiced from every side. It must be dealt with in school calmly and carefully, treated in a Christian caring manner with all the relationships involved explored honestly and meaningfully. The abortion law must be covered as must adoption. Again the responsibility rests on a member of staff who can deal with this in an even-handed way, being able to present all sides of the argument. The decision for abortion rests with the mother to be, guided possibly by her family, her doctor and the prospective father. She must be provided with all possible facts so that her decision can be made on the basis of caring knowledge and not on a panic reaction. School has to play a great, if not total, part in disseminating this knowledge."

e. Pornography and sexual content online

Our Relationships & Sex Education provision needs to reflect the growth of the exposure young people face to pornography and other sexual content on the internet. When covering pornography, learning should be focused on dispelling misleading stereotypes of body image and ensuring students' perceptions of what constitutes healthy sexual practices are not distorted by exposure to extreme pornographic material. Learning should provide

opportunities for students to practice skills that will prepare them to become assertive and confident young adults who can articulate and communicate their feelings accurately and be sure of their individual rights in intimate relationships. Through the Citizenship framework, Personal Development lessons will also address the existence of the 'sex industry' distinguishing between legal and illegal aspects and the individual and social impact of the industry on its workers, its customers and wider society.

f. Online safety and Relationship and Sex Education

The Personal Development Curriculum explores social networking and online safety. These lessons do involve discussions around online grooming, discerning between appropriate and inappropriate personal photos and how to protect friends. The teaching of online safety will be responsive to changing technologies and associated risks or potential risks and local and national context.

8. Equal Opportunities (inclusion)

The Relationships and Sex Education Curriculum must adhere to inclusive practices and ensure the curriculum and its delivery is sensitive, in particular to students from diverse cultural and faith backgrounds. It must also ensure that discussions and teaching materials (including film, images and text) are inclusive of students of all sexual orientation. Differentiation to ensure the inclusion of students with additional educational and social needs is of particular relevance to learning and teaching in RSE because of the sensitive and often confusing nature of the subject; especially to the most vulnerable of adolescents. It is important that Personal Development teachers work in partnership with parents and the Inclusion Team when determining the most appropriate provision for students with particular learning and social needs.

9. Links with other policies

This policy has specific links with the following policies:

- Bullying
- Christian Ethos
- Confidentiality
- Inclusion

10. Assessment

Assessment in Personal Development uses the National Curriculum Citizenship framework for guidance. This does not relate to effective assessment of students' progression in RSE. Teachers use Assessment for Learning tools to assess students' knowledge and understanding based on learning objectives linked to the end of key stage statements for PSHE from the National Curriculum and the PLTS framework for the skills element of RSE.

11. Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Evaluation meetings will be held annually with staff teaching the programme, and student views will be sought by anonymous questionnaires and focus groups.

We always welcome the views of parents on all aspects of Academy's provision. Any parent who wishes a copy of this policy may have one. Parents' views will be sought by feedback at parents' meetings (where PSHE including Relationship and Sex Education may be a topic, as we want to encourage parents to be involved in discussing what we teach), open evenings and / or from focus groups. The programme will be responsive to these views.

12. Curriculum Content

What content should be included in sex and relationship education? DFE (2012)

It has three main elements:

1. Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

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;
- managing conflict; and
- learning how to recognize and avoid exploitation and abuse.

3. Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

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