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Relationships and Sex Education Policy

Enabling a world of freedom, opportunity and fulfilment

History of Policy Changes

Date	Page	Change	Origin of Change
14.01.23	3, section 1.1	Minor update to section	CTL PSHCE / DSL
14.01.23	3, section 1.4	Minor update to section	CTL PSHCE / DSL
14.01.23	4, section 1.5	Minor update to section	CTL PSHCE / DSL
14.01.23	4, section 2.2	Dates updated	CTL PSHCE / DSL
14.01.23	5, section 2.4	Date updated	CTL PSHCE / DSL
14.01.23	5, section 2.7	Date updated	CTL PSHCE / DSL
14.01.23	6, section 3.2	Minor update to Year groups	CTL PSHCE / DSL
14.01.23	7, sections 3.9 and 3.10	Minor updates	CTL PSHCE / DSL
14.01.23	8, section 3.16	Minor updates	CTL PSHCE / DSL
14.01.23	9, section 3.20	Minor updates	CTL PSHCE / DSL
14.01.23	9, section 3.21	New section	CTL PSHCE / DSL
14.01.23	10, section 4.6	Minor updates	CTL PSHCE / DSL
12.11.24	All	Widespread changes throughout the policy	CTL PSHCE / DSL

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Policy Statement

Sarum Academy has a statutory requirement to teach a programme of sex education including education on HIV, Aids and other sexually transmitted infections. As with all Academies it is in line with the Relationship and Sex Education (RSE) guidance 2020 from the Department for Education. Sarum Academy covers all the new statutory content.

Sarum Academy acknowledges that effective RSE is essential if young people are to develop healthy, nurturing relationships of all kinds, not just intimate relationships. Students need to make responsible and well-informed decisions about their lives. It will enable them to know 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. As a Church of England school it follows guidance and advice from 'The Church of England Education Office, faith-sensitive and inclusive approach to Relationships Education', Relationships and Sex Education (RSE) and Health Education (RSHE)'. Effective RSE does not encourage unlawful sexual activity or early sexual experimentation but teaches young people to understand human sexuality and respect themselves and others. RSE enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity, supporting them to develop safe, fulfilling and healthy sexual relationships at the appropriate time.

Sarum Academy recognises that RSE:

- Should foster a sense of moral responsibility as an integral part of the learning process, beginning in childhood and continuing into adult life, it is the universal entitlement for young people to learning that will enable them to live safe, fulfilled and healthy lives
- Should be provided for all children and young people including those with physical, learning or emotional difficulties
- Should encourage consideration of values, moral issues, sexuality, personal relationships and the development of communication and decision-making skills
- Should foster self-esteem, self-awareness, the skills to avoid and resist unwanted sexual experiences

Sarum Academy recognises that the prime responsibility for bringing up children rests with families and that sex education in the Academy is designed to be complementary to, and supportive of, the role of parents in educating their children about sexuality and relationships. However, it is recognised that for some students the Academy may provide their only formal RSE. The PSHCE overview and intent is available for all parents to view on Sarum Academy's website [PSCHE — Sarum Academy](#) along with a substantial list of classroom resource websites. This details the development of RSE from Year 7 to Year 11 show the progression and increasing maturity of topics taught at each year and stage. Learning moves from an awareness of different relationships in Year 7 which develops into detailed risk assessment and supporting guidelines on intimate relationships in Year 9, 10 and 11.

Delivery of formal RSE is not the sole responsibility of the Academy. Elements of RSE education are also provided by a range of people in the wider community including our school nurse, health professionals, social workers, youth workers and visitors. People in the wider community have much to offer at all levels in planning and delivering RSE, bringing a new perspective and offering specialised knowledge, experience and resources. Teachers delivering RSE have attended up-to-date training (FGM from GOV.UK & RSE September 2022) covering the new inclusions for 2020 statutory provision. In order to maintain a high quality delivery of lessons in RSE we use the officially approved 'Quality assured' resources from our membership with PSHE Association.

In addition to the RSE delivery within PSHE the Academy has developed a programme of tutor sessions and assemblies which complement the work within PSHE. RSE delivery is also supplemented through other curriculum areas. Whether discussing changing relationships through literature text such as 'An Inspector Calls' or biological aspects to underpin sex education in Science, as well as types of marriage and cultural relationship diversity in RE, there is a recognition that all staff are responsible for supporting this area.

Sarum Academy recognises its duty to ensure that children with special educational needs and learning difficulties are properly included in RSE. RSE should help all students understand their physical and emotional development and enable them to make positive decisions in their lives. They will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

It is important that students develop understanding and attitudes based on values which prepare them to view relationships in a responsible and healthy manner and that the education provided works to dispel myths, reduce fear and anxiety, clear up misunderstanding and counteract prejudice. Promoting an open and trusting policy for students to ask questions in class, in person and anonymously.

Students need to be taught to behave responsibly towards sex and relationship issues and be able to make informed decisions. Sex education at Sarum Academy will not encourage unlawful sexual activity or early sexual experimentation.

Morals and morality are essential dimensions of sexuality and relationships. Sarum Academy will respect individual differences - inspired by cultural, religious, ethnic and family backgrounds - and it will endeavour to promote those values of respect and dignity for human life which are common to all faiths and societies, whilst maintaining the integrity of the Christian attitude to sexual relationships.

Our work is supported by our ethos as a flourishing school where our Church of England values run throughout.

Responsibilities

The Academy Governance Committee (AGC) is required to have a written Relationships and Sex Education Policy available on the Sarum Academy website.

The Academy Leader must ensure that any sex education complies with the Equality Act 2010 and the 2020 DfE statutory requirements. 'Keeping Children Safe in Education' guidelines are followed.

PSHCE at Sarum Academy is provided in a way that ensures students are taught about the nature of marriage and its importance for family life and for bringing up children, whilst embracing the fact that families come in a wide variety of forms. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.

The Curriculum Leader for PSHE will make provision for keeping parents fully informed and take their view of this policy and its implementation annually through a variety of means including written documentation and information evenings.

They will be responsible for leading the teaching and learning of the Academy's sex education and relationships programme in adherence to 'Keeping Children Safe in Education'. They will work alongside the transition leader to ensure that students in Year 7 make a smooth transition from primary school by building on the content covered in the KS2 curriculum. MLP links with primary feeder schools will provide clear transition. All related Schemes of Work should adhere to this policy as approved by the AGC & Department for Education guidance.

The Curriculum Team Leader for Science will be responsible for leading the teaching and learning of the sex and relationships aspects of the Science National Curriculum and ensuring that it is in line with this policy. The Science teaching team will all have a responsibility to participate in the preparation and delivery of the sex and relationships aspects of the National Curriculum, ensuring that it is in line with this policy. All related Schemes of Work will adhere to this policy as approved by the AGC.

Teachers have a responsibility to ensure the safety and welfare of students. Students need to be taught to behave responsibly towards sex and relationship issues and be able to make informed decisions. Students will be taught that no matter where you are from, your religion, or your race, everyone is an equal. Teachers will ensure that they promote British Values, which include challenging extremist views, understanding the importance of identifying and challenging discrimination and the acceptance of individual liberty and mutual respect. Teachers will receive appropriate training to ensure the implementation of this policy is effective.

Parents have the right to withdraw their children from all or part of any Sex Education, except when delivered within the Science Curriculum, but not Health or Relationships Education. The procedure for any possible withdrawal will start with a consultation with the CTL for PSHCE. This will involve a meeting, discussion and sharing resources with the parents. Should parents continue with their request, they will have a meeting with the Academy Leader before any decision is reached. The transparency of RSE on the PSHCE overview and 'Information for parents' at the end of Relationships & Sex Education Policy on Sarum Academy's website, is in place to support and reassure parents.

Procedures

RSE will be supported by the Academy's wider curriculum for personal, social, health and citizenship education. In this way, the Academy will ensure that students receive their sex education in the wider context of relationships and are prepared for the opportunities, responsibilities and experiences of adult life. The Academy's RSE programme aims to support the personal and social development of all students, ensuring that they have the ability to accept their own and others' sexuality, to express their sexuality in positive ways and to enjoy

relationships based on mutual respect and responsibility, free from any abuse.

The RSE programme will teach about relationships, love and care and the responsibilities of parenthood as well as sex. Young people need a clear understanding of consent, the arguments for delaying sexual activity and resisting pressure. It may be necessary to link RSE education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol, and ensure that young people understand how the law applies to sexual relationships. Students will be taught about reasons for delaying sexual activity and the benefits to be gained from such a delay.

The objectives of the Academy's RSE programme are:

- to explore what students know, understand, think and feel and to identify their needs
- to encourage unembarrassed acceptance of sexuality by using appropriate words for all parts of the body and encouraging positive attitudes to all bodily functions
- to create an atmosphere where questions and discussion on sexual matters can take place without embarrassment
- to counteract misleading myths and folklore
- to provide constant reassurance that change is part of the life cycle and to give help in adjusting to such change
- to enable students to accept variation in rates of growth and development (physical, emotional, social) and in ages when puberty or social activities develop
- to learn to respect each other as individuals, and to encourage boys and girls to understand different gender perspectives
- to recognise the value of loving and caring relationships and the place of intimacy within them
- to appreciate the value of family life, the implications of parenthood and the needs of the very young
- to understand and respect cultural and religious influences on individual sexuality
- to help children know their rights and responsibilities
- to promote personal safety and self-esteem so that young people are able to resist unwanted touch or advances and can communicate about such matters and seek advice
- to develop growing understanding of risk and safety and the motivation and skills to keep themselves safe, referencing to online threats and concerns
- to be aware of sources of help and to acquire the skills and confidence to use them; and
- to be aware of the law on sexual behaviour

In order to help students make informed choices, establish a healthy lifestyle and build up a system of values, the teaching methods used are as important as the content of the lesson. The participation of students in lessons is essential in order to encourage them to learn from others and to help them to use appropriate language in ways which are understood by others. This requires the use of a balanced range of teaching methods. Sex education will therefore be carried out in a variety of different ways and by different specialist visitors as well as trained teachers.

Relationships have an important part to play in sex education. Friendship, making relationships, valuing friendship, as well as choosing a partner, assessing personal qualities such as loyalty, faithfulness and commitment, consent and considerations before marriage, together with relationships within the family, will be considered together with roles, avoidance of stereotyping and discrimination and by acknowledging different attitudes and influences.

Teachers will need to plan a variety of activities which will help to engage boys as well as girls, matching their different learning styles. Single sex groups may be particularly important to help students through any embarrassment or to support students who may come from cultures where it is only acceptable to speak about the body in single gender groups. Students are taught in mixed gender groups, but single sex groups may be used.

The Academy will help children and young people develop confidence in talking, listening and considering respect within relationships and sex. Teachers and other staff may need to overcome their own anxieties and embarrassment to do this effectively. There are a number of teaching strategies that can help this, including:

- Establishing ground rules with their students
- Using 'distancing' techniques
- Knowing how to deal with unexpected questions or comments from students
- Using discussion and project learning methods and appropriate teaching resources and materials as approved by the PSHCE Association
- Encouraging reflection

Teachers may not give personal, individual advice on contraception to those under 16 years for whom sexual intercourse is unlawful. Teachers must advise students to seek advice from Parents, Safeguarding team, Pastoral staff, GPs and/or any appropriate staff in local Health Centres.

Different types of contraceptive methods will be dealt with together with information about agencies offering help and advice. The visiting Academy's school nurse supports in these lessons.

It is accepted that abortion is an emotive issue and that any teaching must present a balanced view which respects a range of views and beliefs and which takes into account the law relating to abortion. It provides an opportunity to distinguish between fact and fiction (e.g. the stage at which human life commences) and values clarification (e.g. in what circumstances, if any, abortion is a positive choice).

The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. 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's formal sex education programme. In such cases, particularly since they may involve students whose parents have withdrawn them from sex education (after following the process outlined in 2.7) 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. Teachers must draw upon their professional judgement and common sense to deal effectively with such occurrences and be conversant with this policy document to act accordingly.

Students in all age groups need to know the difference between HIV and AIDS, modes of transmission, basic hygiene and risky behaviours (for young children, for example, picking up discarded needles or any skin piercing, for older students sharing needles and specific sexual behaviour). All need to learn that there are no risky groups, only risky behaviours, and that there is no danger from persons with AIDS in any normal social contact.

Students need to know that there are other sexually transmitted infections. They need to be aware of the risks of contracting a STI and how to prevent it. Although the emphasis in sex RSE should be on prevention of infection, through delaying sexual activity and teaching the reasons for safe sex, students also need to know about diagnosis and treatment so they can keep themselves and others safe and healthy.

Objective discussion of homosexuality may take place in the classroom, including homophobic behaviour. In line with the Relationship and Sex Education Guidance there should be no direct promotion of sexual orientation by teachers or visitors. Providing a programme that offers a range of viewpoints on issues is not incompatible with the Academy's core values. For example, there are different viewpoints on choices such as 'abstinence before marriage' and the use of contraception. Enabling young people to explore differing points of view does not mean the Academy supports a particular position. It can be difficult for students to challenge a viewpoint if they have not previously considered it and decided where they personally stand.

There will be inclusivity and understanding for students identifying as LGBT&Q. We will ensure there is a safe environment for students to explore issues of sexual orientation and gender identity. Students are made aware of supporting agencies both internally and externally.

Students will be taught to use the appropriate use of gender labels and names for trans people and to explore why deliberately calling someone the gender other than that which they choose to identify as is a form of bullying. This is also included as part of the Diversity and Prejudice section of the Year 8 PSHCE curriculum.

Visiting specialists and expert speakers may be used to help enhance the RSE programme. Where they are used, they 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. PSHCE staff will remain in the classroom to support visiting professionals in the classroom context.

Materials used in schools must be in accordance with the Academy's PSHCE framework and the law. Inappropriate images should not be used nor should explicit material not directly related to explanation. Students must be protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the students concerned. Websites of Government recommended charities and teaching materials will be included at the end of this policy in Appendix 1.

Students will be taught about the issues surrounding "sexting" and online safety. They will learn that it is illegal to possess or distribute an indecent image of a young person under the age of 18 and be signposted where to go if they are put in a situation regarding indecent images. The legal responsibilities are covered by visiting community police officers.

PSHCE continues into sixth form with Year 12 and Year 13 covering a wide range of RSE learning in their weekly tutor programme in their Citizenship & Safety focus. Topics covered include Child on Child abuse, Safeguarding concerns, Domestic abuse, Unhealthy relationships, Sexual harassment and internet safety. Completion and evidence of tutor discussions is recorded in their booklets.

Confidentiality

All staff must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. Staff cannot offer or guarantee absolute confidentiality.

It is only in the most exceptional circumstances that the Academy should be in the position of having to handle information without parental knowledge. Where younger students are involved this will be grounds for serious concern and child protection issues should be addressed. The Academy Leader will monitor the frequency of such cases.

Teachers need to be aware that effective RSE, which brings an understanding of what is, and is not, acceptable in a relationship, can lead to disclosure of a child safeguarding issue. Such disclosures should be reported to the safeguarding team immediately.

If a member of Academy staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should be and make immediate reference to the Academy's Safeguarding & Child Protection Policy and reporting their concerns to the designated Safeguarding Lead.

In the event of any disclosure the member of staff must ensure that the student knows they cannot offer unconditional confidentiality; the students should also be reassured that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.

Students should also be made aware of sources of confidential help for example, the visiting school nurse, safeguarding team, the pastoral team, online support services, GP or local young person's advice service.

If a member of staff learns from a student aged under 16 years old that they are having, or contemplating having, sexual intercourse the matter should be referred immediately to the Safeguarding lead who will take steps to ensure that, wherever possible, the young person is persuaded to talk to their parent or carer, any child protection issues are addressed; and that the child has been adequately advised and informed about contraception, including precise information about to access contraception and advice services.

Health professionals are bound by their professional codes of conduct to maintain confidentiality. When working in a classroom situation, they are bound by Sarum Academy confidentiality practices.

If a member of staff is concerned that a student may have been involved in, or may be subject to Female Genital Mutilation (FGM) it should immediately be referred to the Safeguarding Officer who will take steps to ensure the child's safety.

Appendix 1

PSHCE draws on a wealth of resources which are carefully chosen to ensure they are appropriate for the age and maturity of the students and sensitive to their needs. In order to protect, inform and nurture all students Sarum Academy follows guidelines and principles in line with The Church of England's Pastoral Advisory Group. To improve the transparency of lessons and to support some of the conversations that are started in class at home, some of the websites and resources used in lessons are listed below. You are encouraged to email the CTL of PSHCE at Sarum Academy with any questions. This is not an exhaustive list;

PSHCE Association UK www.childnet.com

<http://www.childnet.com/resources/esafety-and-computing> www.saferinternet.org.uk
www.digital-leaders.childnet.com www.UKCCIS.org – UK Council for Internet Safety www.thinkyounow.co.uk
www.ceop.police.uk LGBT www.Mind.org.uk Mental health awareness
www.educateagainsthate.com Racism and discrimination www.barclayslifeskills.com Banking and money management www.britishredcross.com First-aid emergencies www.britishheartfoundation.com CPR Training
www.gov.uk/government/publications **FGM, Extremism & Radicalisation** www.startprofile.com **Career profiles**
www.stopitnow.org.uk **Consent** www.sexwise.fpa.org.uk *Sexual health & Contraception*
www.safe4me.co.uk/portfolio/diRSEspect-nobody <http://www.coppafeel.com> **Breast Cancer awareness**
<http://www.yourprivates.org.uk> **Testicular Cancer awareness** <https://www.teachingcitizenship.org.uk/resource/ncs-key-stage-4-curriculum-activities> <https://fgmelearning.vc-enable.co.uk>
<https://www.stonewall.org.uk/secondary-school-champions-programme>
<https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>
<https://www.gov.uk/government/publications>