



**ST MARGARET'S CHURCH
OF ENGLAND ACADEMY**



*“Achievement by faith and work”
‘Inspired by the knowledge and love of God
we all come together to learn
in a Christian community where we are valued
for who we are and who we could become’*

(School Mission Statement)

POLICY ON A4: RELATIONSHIPS AND SEX EDUCATION

RATIONALE

In our modern society, students need guidance and education about sex and relationships in order to make good decisions for themselves.

The framework within which inter-personal relationships are discussed is one that reflects the school's Christian foundation. This sets out the ideal that....

“Love is patient and kind; love does not envy; love...is not rude nor self seeking, nor easily angry; does not count up wrongs; finds no pleasure in evil done to others; takes pleasure in goodness. Love always believes, always hopes, always bears patiently. Love never dies.” (1 Corinthians 13:4-8).

The people responsible for this policy and to whom observations and comments should be made are:

Mr A Farguharson	Head of Learning for Life
Mrs A Penketh	Vice Principal
Mr S Brierley	Principal
Mr S Crowe	Chair of Governors

Copies of this policy are available upon request to Governors, staff and parents.

Unless there is a change in legislation this policy will be reviewed every 3 years.

This policy is next due to be reviewed in September 2024

St Margaret's Mission and Values

Mission

Our Academy Mission Statement:

**Inspired by the knowledge and love of God,
we all come together to learn
in a Christian community where we are valued
for who we are and who we could become.**

Values

As an Academy we have adopted eight Christian values which we feel are the basis of our community.

- A Christian community is a community of faith, and at the heart of faith is **TRUST**. Trust is about letting go – putting ourselves in God's, and in other people's, hands. Jesus told his followers to "*trust in God; trust also in me*"; so as we work together, we expect members of our community to be trustworthy and reliable, and not to let others down.
- Education is not just about academic learning; it is about personal development too. As we work together, we expect that good working relationships, and **FRIENDSHIPS**, will develop, between students as well as between members of staff. In John 15, Jesus explicitly calls his disciples not servants, but friends. As a community, we celebrate the selflessness of friendship.
- **JUSTICE** is another value that is central to our community. Justice is about appreciating that our well-being is inextricably linked to everyone else's. It is not just about our response when someone acts inappropriately; it is also about ensuring that everyone is accorded the dignity and the respect and that is rightfully theirs. Isaiah encouraged us to "*seek justice!*" – and we do.
- From time to time, however, we all get things wrong. Jesus commanded us to show **FORGIVENESS** to each other, and as a Christian community we seek to obey Him. Someone in the wrong should show self-discipline and apologise, making reparation where appropriate; someone who is wronged should accept an apology and not seek to humiliate.
- Education is about far more than chemicals, conjunctions and crotchets! As a community, we seek to foster **WISDOM** and true insight into the way life works – an understanding of the consequences of our thoughts, words and actions and an awareness of the true value of things. Such wisdom is rooted in a proper reverence for God: as the Psalmist puts it, "*the fear of the LORD is the beginning of wisdom*".
- St Paul looked back on his life and was able to say that he had "*run the race*" right to the end. All those involved in education need to demonstrate similar levels of **ENDURANCE** – learning is the ultimate life-long task, a marathon not a sprint. By showing patience and resilience we will ensure that no-one is left behind, and that all are able to achieve their God-given potential.
- These values will be all the easier for us if we show **COMPASSION**. Compassion is more than just sympathy: like Jesus, we aim to put ourselves in other people's shoes, understand their point of view, then do something about it – and thus to grow in faith.
- Underpinning all of these, we seek to be a community at **PEACE**. St Paul describes God as the God of peace. We therefore seek to demonstrate harmony, stability and security within our Christian community, downplaying dissension and accentuating the positive.

RELATIONSHIPS AND SEX EDUCATION POLICY 2020

To be reviewed: July 2022

ST MARGARET'S CHURCH OF ENGLAND ACADEMY

Contents

1. Aims
2. Statutory Requirements
3. Definition
4. Curriculum
5. Delivery of RSE
6. Roles and Responsibilities
7. Parents Right to Withdraw
8. Training
9. Monitoring and Assessment

Introduction

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' (DfE June 2019)

St. Margaret's Academy believes that Relationships and Sex Education (RSE) should form an integral part of each student's experience placing great value on the social, moral, spiritual and cultural development of all students. Relationships and Sex Education (RSE) is taught within this context. It is about understanding the importance of family life, as well as other stable and loving relationships, based on respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Through RSE, students will understand the risks associated with certain behaviours and will be better placed to make decisions regarding their own sexual health and relationships.

RSE is delivered within the context of the ethos and values of the school. The school recognises that relationships and sex education is for all students in the school and will be delivered appropriately, taking into account gender, religion, sexual orientation, special educational needs, age and academic ability.

1. AIMS

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Help young people to explore and discover their own values and attitudes.
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide information and support for young people
- Encourage young people to make responsible decisions about the relationships they form with others
- Foster self-esteem, positive self-image and confidence which are important aspects of the decision making process

2. STATUTORY GUIDENCE

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make RSE compulsory for all students receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

Documents that inform the school's RSE policy include:

Education Act (1996)

Learning and Skills Act

(2000)

Education and Inspections Act (2006) o 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

3. Definition

Definition of Relationships and Sex Education RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils

4. Curriculum

Our curriculum is designed around the DfE Statutory Relationships and Sex Education, and Health Education

The DfE recognises 5 elements to Relationships and Sex Education. These are

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Year 7

Diversity

Diversity, prejudice, and bullying.

Building relationships

Self-worth, romance and friendships (including online) and relationship boundaries.

Year 8

Discrimination

Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia

Identity and relationships

Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception

Year 9

Respectful relationships

Families and parenting, healthy relationships, conflict resolution, and relationship changes.

Intimate relationships

Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography

Year 10

Healthy relationships

Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography

Addressing extremism and radicalisation

Communities, belonging and challenging extremism

Year 11

Communication in relationships

Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse

Families

Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing families.

Workshop Sessions

Year 7

Puberty – including physical and emotional changes for both boys and girls

Understanding male and female reproductive systems, including external genitalia, how they work and correct terminology.

Explore their understanding of what sex is and why people have sex. Explore any myths around sex

Begin to understand consent within a sexual context Opportunity to ask anonymous questions

Year 8 and 9 will focus on the following elements outlined in the policy: Pornography, consent, sex and the law, sexual harassment, sexting, healthy relationships, and contraception.

Years 12 & 13

Building on the curriculum from KS 3 & 4

The core themes are:

Families

Respectful relationships, including friendships

Online and media

Being safe

Intimate and sexual relationships, including sexual health

5. DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum; in St Margaret's this area of the curriculum is called Learning for Life (LFL). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive RSE sessions delivered by Talk the Talk Education, and other trained professionals.

Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSE.

A Safe Learning Environment

- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

Asking and Answering Questions

We recognise that where young people's questions go unanswered they may turn to inappropriate sources of information, Therefore teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner.

Individual teachers will use their skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

Those delivering RSE will apply the following principles:

- Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
- If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
- Personal questions should be referred to the ground rules/group agreement.
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
- If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

6. Roles and Responsibilities

6.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

To regularly review the Relationships and Sex Education Policy and receive feedback from the Headteacher on the implementation of the policy.

The Link Governor for PHSE/RSE to meet on a regular basis with the PHSE/RSE Coordinator to consider all aspects of the PHSE curriculum, including RSE, and to feed back to the Governing Body as appropriate.

6.2 The Principal

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

To monitor the implementation of this policy.

To ensure the school is meeting its statutory obligations.

To meet on an annual basis with the PHSE/RSE Coordinator to review and evaluate all aspects of RSE.

6.3 Learning for Life Coordinator

- To develop appropriate schemes of work for the relevant year groups, ensuring that the statutory aspects of RSE are taught.
- To support form tutors in the delivery of RSE by providing appropriate training and resources (including, when required, support within the classroom).
- To quality assure the delivery of the RSE curriculum and gather feedback from relevant stakeholders.
- To facilitate external agencies used to assist in the delivery of RSE, including providing training to staff.
- To ensure the curriculum area is appropriately resourced.
- To deliver the more sensitive aspects of the Key Stage 4 relationships and sex programme.
- To regularly monitor and evaluate the RSE programme.
- Where a child protection issue may arise through the teaching of RSE, to deal with it using school safeguarding procedures.

6.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory elements of RSE
- Where a child protection issue may arise through the teaching of RSE, to deal with it using the school's safeguarding procedures.
- Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

6.5 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7. Parent's Right to Withdraw

Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education, we respect the primary role of the parents and carers in educating children about these matters

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting such a request, the Headteacher will discuss the

request with parents and, as appropriate, with the child to ensure their wishes are understood. A record of this conversation will be kept. At the discussion the school will stress the benefits of receiving this education and any detrimental effects that withdrawal might have on the child. In all but exceptional circumstances, the school will accept the parents' request to withdraw their child, up to and until three terms before the child turns sixteen. After this point if the child wishes to receive sex education rather than be withdrawn then the school will make arrangements to provide the child with sex education during that time. Students cannot be withdrawn from any relationships education or health education. Parents are not able to withdraw their child from Relationships Education, Health Education and the elements of Sex Education that are part of the National Curriculum.

8. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. RSE can be a sensitive issue and teachers may welcome further support and training. Provision will be made available for teaching staff to clarify legislation and curriculum requirements, and to consider appropriate teaching approaches and materials. St.

Margaret's Academy will support the use of visitors from external agencies, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE

The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

9. Monitoring and Assessment

Our school has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE is delivered through a sequenced planned programme of work. Continuity and progression is generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding. The curriculum is informed by needs assessment of pupils existing knowledge, experience and understanding.

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision and builds on existing school systems. Baseline, formative and summative assessments will contribute to the effective delivery of RSE.

The programme is regularly monitored and evaluated by the PSHE coordinator to ensure impact. This takes place through a variety of methods, including observation and pupil feedback. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSE on occasions.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, governors and any other appropriate stakeholders. This policy has been approved by governors. This document is freely available to the entire school community. It has also been made available in the school newsletter/website/prospectus.

It will be reviewed on a biannual basis.

Appendix

1 Policy

Links

PSHE

Drugs

Education

Safeguarding

Confidentiality

Science

External

Contributors Anti-

Bullying

Emotional Health and Well-Being

Appendix 2

By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Pupils should know:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

Pupils should know:

- The characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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 (for example, 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

Pupils should know:

- 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, for example 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

Pupils should know:

- 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

Pupils should know:

- 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, for example 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 and menopause
- 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 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
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- Online behaviours including image and information sharing (including ‘sexting’, youth- produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
- hate crime
- female genital mutilation (FGM)