



South Shore Academy

Relationships Sex and Education Policy

Name:	SRE Policy
Approved by:	Governors
Policy Created:	2020
Date of review	2 Years
Update Approved:	
All policies are available to stakeholders either on the school website or upon request from the school office.	

Introductory Statement

This policy presents South Shore Academy's whole school approach to Relationships and Sex Education (RSE). At South Shore Academy, we believe that effective RSE is essential for the personal, social and emotional development of our pupils. A comprehensive programme of RSE empowers students to make responsible and well-informed decisions by providing accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Through providing high quality, objective and inclusive RSE we are upholding the ethos and values of our school: especially, always showing respect for ourselves and others.

RSE is now a statutory subject in all English secondary schools from age 11 onwards. As a secondary academy school, we have an obligation to deliver RSE to all students under section 34 of the Children and Social Work Act, 2017. Our policy and schemes of work have also been informed by the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance. Furthermore, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We are also committed to delivering RSE that promotes equality and challenges all forms of discrimination and prejudice in accordance with the Equality Act 2010. RSE lessons will be LGBT+ inclusive, with an aim of equipping every child with the information they need. We will strive to promote understanding and respect in all aspects of RSE.

This policy was produced in consultation with our staff and board of governors and is currently being reviewed by parents, during our parental consultation period. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

Definition of Relationships Education and Sex Education

RSE is about the emotional, social and moral development of students, and involves learning about relationships, sexual health and staying safe. RSE involves a combination of sharing information and exploring issues and values and preparing students for the experiences, rights and responsibilities of adult life.

As specified in the RSHE Government Guidance, parents and guardians have the right to withdraw their child from sex education up to three terms before their sixteenth birthday, however, students cannot be withdrawn from relationships education. In order to respect the wishes of parents, we have provided the definitions of both sex education and relationships education which we use to highlight the lessons which students can be withdrawn from.

Sex education: the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

Relationships education: learning about the social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We believe that students will most benefit from the entirety of the RSE curriculum, delivered in an integrated way, for the reasons detailed below.

Purpose of RSE

The purpose of RSE is to safeguard students, as well as inform. Specifically, the RSE provision at South Shore Academy aims to:

- Inform students about the emotional and physical changes that occur during puberty and adolescence,
- Inform students about the components of healthy, unhealthy relationships including how to tell if someone is trustworthy,
- Encourage students to reflect on the quality of their relationships and how they can improve them,
- Inform students about the different family structures, including marriage and civil partnerships,
- Inform students about reproduction, pregnancy, contraception and sexually transmitted diseases,
- Encourage students to make well-informed and safe decisions in relationships,
- Inform students about the laws surrounding relationships and sex.

Curriculum

At South Shore Academy, the RSE provision will cover the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance (see Appendix 1). Some of this content is also covered in other subjects, for example, puberty, reproduction and pregnancy in Science, as well as religious attitudes to sex and relationships in Religious Studies.

RSE lessons are inclusive (they are taught with all sexual orientations and identities in mind) and will be delivered objectively, using the correct medical terms where appropriate (for example, when teaching about reproduction, pregnancy and contraception). School staff will not express or be expected to express their personal views or beliefs when teaching RSE. All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up to date with the RSE policy and curriculum requirements regarding RSE. Staff training will also cover how to deliver difficult content in a sensitive manner.

RSE lessons deal with highly personal and sensitive content, therefore, it is expected that some students will find the lessons embarrassing or otherwise emotionally difficult. In order to limit this, the RSE scheme of work will be shared with students in advance, so that they know what will be covered. Furthermore, at the beginning of each session, ground rules will be established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, they will be answered honestly and age-appropriately, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Lessons will always provide signposts to students on how to access further information and support on topics and issues related to RSE. Services and organisations signposted will be those which have been verified and deemed age appropriate or already used by South Shore Academy.

The following content will be covered by years 7-9:

- Physical and emotional changes during puberty and adolescence,
- Reproduction and pregnancy,
- Relationships: including the components of healthy, unhealthy and abusive relationships, how to identify if someone is trustworthy, and different family structures, such as marriage, and civil partnerships.
- Contraception and sexually transmitted infections, including how to access sexual health services.
- Consent including communicating consent and the laws around consent.
- Online safety in relation to relationships
- Child sexual exploitation

- Female genital mutilation
- Forced marriage

During years 10 and 11, students will build upon the knowledge and concepts learnt in years 7-9 in a deeper manner, considering not only the personal impact of the issues concerned but also the impact of wider societal phenomena on relationships and sex. For example, the exploration of the impact of different types of media on the expectations within relationships. Other topics covered during years 10 and 11 include:

- Choices in relation to pregnancy e.g., parenting, adoption and abortion.
- Online sexually explicit material (pornography).
- Domestic abuse and the laws relating to it.

Curriculum Delivery and Pupil Assessment (during remote learning)

In the first instance, the RSE curriculum will be delivered remotely whilst schools are closed. Lessons will be delivered during form time; they will take the form of a pre-recorded video or a live session delivered by a member of staff who has been trained in delivering RSE.

To assess students understanding of the content covered, and to allow students' questions to be answered by subject specialists, an online form will be given to students after RSE lessons. This will be reviewed by the subject co-ordinator and questions will be answered in subsequent lessons.

Organisation and Implementation (when face-to-face learning resumes)

At South Shore Academy, RSE takes place within PSHE sessions. PSHE is taught by a team of teachers, led by the Assistant Head Teacher and Head of Humanities, with support from professionals where appropriate.

South Shore Academy will access expertise from outside agencies to give support on specific issues. This may include Blackpool's School Nursing Team, who will support with the role in the delivery of Relationships and Sex education within the Academy.

Confidentiality

Teachers cannot guarantee absolute confidentiality and students will be made aware of this when ground rules are set at the beginning of every lesson. If a student shares information that causes a teacher to question the student's wellbeing or safety, they have a duty to pass this onto the Designated Safeguarding Lead. RSE lessons can lead to a student disclosing a child protection or safeguarding issue; any disclosures or concerns about student wellbeing will be responded to in accordance with the Academy's Safeguarding Policy.

Students will be informed of the sources of help available to them which currently involve Place 2B, pastoral/safeguarding staff and local advice services.

South Shore Academy are part of a Blackpool PSHE forum and the Alliance for Learning PSHE Hub. At South Shore Academy we work with a number of agencies in the area to support the teaching of Relationships and Sex Education in schools including Awaken and The School Nursing Team.

Parental ‘right to request that their child be withdrawn’

Parents have the right to withdraw their children from the non-statutory components of Sex Education within RSE up to and until three terms before the child turns sixteen. Furthermore, a child cannot be withdrawn from the statutory components of RSE, including Relationships Education and those covered in the science curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil’s educational record. The Headteacher will discuss the request with parents/carers. Alternative work will be given to students who are withdrawn from Sex Education.

Monitoring and Evaluation

The Head of Humanities and PSHE will liaise annually with the other curriculum areas to ensure that the Relationships and Sex Education programme is being covered appropriately and that the biological, social and emotional elements of RSE are properly co-ordinated. The PSHE programme will be evaluated and monitored through the usual school review processes, including lesson observations and student voice.

The Governing Body and Leadership Team are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

Responsibility

Responsible staff	Miss Cheston, Mr Moss and other designated staff.
Policy Administrator	
Approving Body	

Reviewed January 2021



Appendix 1

Relationships Education, Relationships and sex education, Health Education Curriculum Mapping.

Students will cover the following content during the five-year RSE scheme of learning, in accordance with the Government Guidance.

Topic	Government Guidance
Families	<ol style="list-style-type: none"> 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to human happiness and their importance for bringing up children. 3. 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. 4. Why marriage is an important relationship choice for many couples and why it must be freely entered into. 5. The characteristics and legal status of other types of long-term relationships. 6. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. 7. 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	<ol style="list-style-type: none"> 8. 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. 9. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 10. 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). 11. 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. 12. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying

	<p>and how and where to get help.</p> <p>13. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>14. What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>15. 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.</p> <p>16. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p>
Online and media	<p>17. 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.</p> <p>18. Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>19. What to do and where to get support to report material or manage issues online.</p> <p>20. The impact of viewing harmful content.</p> <p>21. 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.</p> <p>22. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>23. How information and data is generated, collected, shared and used online.</p>
Being Safe	<p>24. 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.</p> <p>25. 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).</p>
Intimate and Sexual Relationships, Sexual Health	<p>26. 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.</p> <p>27. 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.</p> <p>28. The facts about reproductive health, including fertility, and the</p>

	<p>potential impact of lifestyle on fertility for men and women and menopause.</p> <p>29. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>30. That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>31. The facts about the full range of contraceptive choices, efficacy and options available.</p> <p>32. The facts around pregnancy including miscarriage.</p> <p>33. 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).</p> <p>34. 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.</p> <p>35. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>36. How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>37. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>
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Points to Note

- Students can only be withdrawn from Sex Education. It is now a statutory requirement for all UK schools to teach students Relationships and Health Education.
- The curriculum will be supported by visiting speakers and organisations. Moreover, topics are also delivered through other subjects studied by your child, notably: PE, science, computing, citizenship, food and nutrition, religious studies and the whole-school ethos and pastoral programme e.g., assemblies and form time.
- Only the prescribed content as listed in the Department for Education Statutory Relationships Education, Relationships and Sex Education and Health Education Guidance is listed within this document.



Appendix 2:

If you wish to withdraw your child from sex education lessons, please complete the form below:

To be completed by parents / carers	
Name of student	Form
Name of parent / carer	Date
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider?	
Signature of Parent / Carer	
Agreed actions from discussion with the parents/carers (school to complete)	
Signed	Date