

## NET Relationships and Sex Education Policy (secondary)

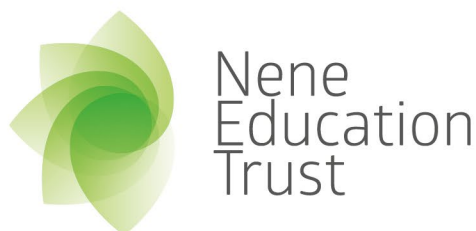
### Policy Number – 39

#### Document Management Information

<b>Applicable to:</b>	All staff and students of Trust secondary schools and to those others offered access to such resources
<b>Dissemination:</b>	Secondary school website and Trust intranet
<b>Linked policies:</b>	Inclusion Policy Safeguarding and Child Protection Policy Equality and diversity policy
<b>Implementation:</b>	Staff
<b>Training:</b>	Secondary school
<b>Review Frequency:</b>	Every 2 years or if legislation changes
<b>Policy Author:</b>	Manor School VP
<b>Policy Lead:</b>	Manor School Principal
<b>Approval by:</b>	CEO
<b>Approval Date:</b>	September 2022
<b>Next Review Due:</b>	September 2024

#### Revision History

Document version	Description of Revision	Date Approved
3	Updated by Manor VP in light of changes to national guidance	September 2022



## 1. **Summary of the Policy**

This policy has been developed in consultation with parents and staff to ensure it meets the needs of the whole community. Properly delivered sex education is an educational entitlement of all students and an integral part of each student's emergence to adulthood

The aim is to:

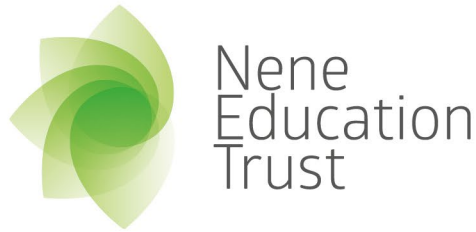
- i. Encourage personal responsibility in all forms of behaviour
- ii. Encourage self-esteem
- iii. Encourage respect for and consideration of others
- iv. Provide support and information for young people and their parent/carers
- v. Emphasise the importance of stable relationships
- vi. Provide knowledge about loving relationships, the nature of sexuality and process of human reproduction (presented in an objective, balanced and sensitive manner)
- vii. Inform students regarding the law concerning sexual behaviour
- viii. Deliver sex education in such a way as to encourage students to have due regard to moral consideration and the value of family life, and to consider the moral risks of certain kinds of behaviour

## 2. **Content**

- i. Relationships of all kinds, love, care and the responsibilities of parenthood as well as sex including the nature and importance of marriage/stable relationships for parenthood.
- ii. Increasing self-esteem through role play, discussion and making it clear that personal choices should be respected by others.
- iii. Reducing risk by explaining the consequences to actions and encouraging responsible behaviour, discussing choices including contraception, delay and abstinence. Also risks associated with peer pressure, effect of drugs on decision making and the law in relation to sexual activity.
- iv. Enabling students to make appropriate decisions by providing them with information about different types of contraception and how they are used, STIs including HIV/AIDS and pregnancy, abortion and parenthood.
- v. Enabling students to ask for help by providing details of local sources of information, advice and treatment.
- vi. Physical and emotional change at puberty including menstruation.

This programme supports the teaching within the discrete wellness lessons and science curriculum which is:

Key Stage 3 – Human fertilisation; physical and emotional changes during adolescence; human reproduction; development of the foetus in the



uterus; how the growth and reproduction of bacteria and viruses can affect health.

Key Stage 4 – Biology GCSE – fertilisation; the use of surrogate mothers; sexual reproduction; an understanding of hormones and the menstrual cycle; the effects of hormones on the body, including sex hormones; the medical uses of hormones including fertility treatment; the determination of sex in humans.

### 3. **Key Learning Objectives**

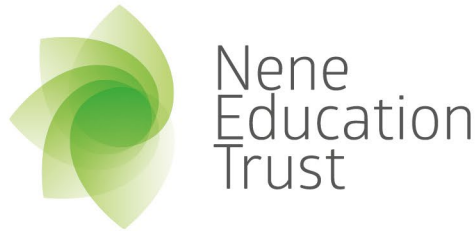
Through the delivery of high quality, evidence-based and age appropriate RSE, Relationship and Health Education, the Trust aims to help prepare students for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure students know how and when to ask for help and where to access support. By the end of their Education, the school hopes students will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

- i. Knowledge and understanding of male and female puberty, menstruation, the physiology of sex, contraception, sexually transmitted infections e.g. Chlamydia and HIV/Acquired Immune Deficiency Syndrome (AIDS).
- ii. Exploration of moral and family values, religious values, gender roles and stereotyping, a variety of personal relationships and the context for intimacy.
- iii. To promote an awareness of the pressure on young people to behave in certain ways, to help improve assertiveness, and develop the confidence and ability to cope with such pressure.
- iv. To develop personal skills including the valuing of others and the valuing of their opinions.

### 4. **Organisation**

RSE will be delivered in a non-judgment, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of RSE to meet the specific needs of the students in that class, and be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and to develop skills that will enable our students to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Students will be taught the anatomically correct names for body parts, but slang everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use.

- i. Relationship and Sex Education  
Relationship and Sex Education is delivered within the wellness discrete



lessons, the Science department. Delivery is through planned elements within National curriculum / GCSE / BTEC and A-level courses in

- Science
- Humanities
- Health & Social Care

Planned discussions will take place that address moral and ethical issues within statutory Religious Education under the local Agreed Syllabus, within wellness sessions and taught lessons.

Sexual matters could also arise in apparently unrelated subjects for example in a discussion of population studies within Humanities or in the study of English literature. As long as the discussion takes place within the context of the subject, it will not be deemed to be part of the formal sex education programme and therefore not subject to the parental right of withdrawal.

However, staff must adhere to the principles laid down in this policy statement.

ii. Teaching approaches

A variety of approaches are used to give students relevant information, to enable moral issues to be explored through discussion and to acquire appropriate skills. Details can be seen in the scheme of work.

iii. Student Groupings

Students are taught in mixed ability and mixed gender groups. When there is a specific need (for example member of a faith group), arrangements will be made to teach students in an appropriate grouping.

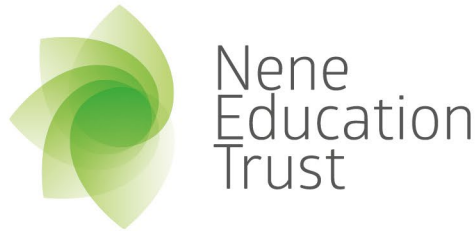
iv. Resources

A range of teaching resources are available and parents can view these on request.

v. Staff

Where appropriate some lessons will be delivered by a Health Professional. Teachers of RSE, Relationship and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that member of staff feels they are not able to deal with alone, they will take this concern to the wellness lead of line manager.

vi. Timing



Aspects of sex education may form part of the curriculum in every year group. Details are given in the appropriate department medium term plans.

## 5. **Specific issues**

The following issues may arise. Staff and parents / carers should understand the academy's procedures as they apply to each case.

### i. Relationship Education

Relationship and Sex Education (RSE) and health education is mandatory from September 2020.

### ii. Parental right of withdrawal

There are two aspects:

- a. Under the 1993 Education Act, parents do not have the right to withdraw students from sex education which continues to form part of compulsory National Curriculum Science, nor from sex education comprised within other National Curriculum subjects, such as English (provided that such discussion is limited and set within the content of the other subject concerned).
- b. Under this Act parents do have the right to withdraw their children from all or part of sex education that does not form part of the statutory National Curriculum. Once a student is withdrawn from sex education a teacher cannot give advice to that student on sexual matters without parental consent. A teacher who suggests that such a student seek advice from a GP or Advisory Centre would not be regarded as giving advice but merely stating where to find it.
- c. Before withdrawing or making a request, the school strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationship or Health Education or the elements on human growth and reproduction which falls under the science curriculum. Parents wishing to withdraw their child from these lessons must apply in writing to the Head of School.

### iii. Family Life

The value of family life is an important aspect which will be approached largely through a consideration of the qualities and relationships between a group of people, with an emphasis on

stability, respect, caring and support.

iv. Controversial issues

As part of sex education, issues of contraception, HIV/AIDS, sexuality, and abortion are addressed. Facts will be presented in an objective and balanced way, with students being encouraged to consider their attitudes and values within the framework set out above in section 2. Students should be made aware of the differences between fact and 'opinion' and the need to understand and respect the viewpoints of religious belief.

v. Complaints procedure

Any complaints about the sex education curriculum should be made to the Principal who will arrange for the matter to be investigated and the appropriate action taken.

## 6. Confidentiality

Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to students. If a student discloses information which is sensitive, not generally known, and which the student asks not to be passed on, it should be discussed with a member of the Senior Leadership Team.

The request will be honoured unless this is not possible in order for teachers to fulfil their professional responsibilities in relation to

- Child protection
- Co-operating with a police investigation
- Referral to external services

- i. If a member of staff is approached by a student under 16 who is having or is contemplating having sexual intercourse, the teacher should:
  - ii. Ensure the student is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
  - iii. Encourage the students to talk to their parent or carer. Students may feel that they are more and their parents have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible.
  - iv. Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a student is under 13, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.
  - v. Update my concern with relevant information and actions taken.
  - vi. If there is an immediate concern regarding the student's safety to inform the Designated Safeguarding Lead.

7. **Monitoring and Review**

- i. Sex education will be monitored by the:
  - Vice Principal – Curriculum, Teaching, Learning and Assessment
  - Assistant Principal – Safeguarding / SEND
  - Health Professionals
- ii. Curriculum Leaders will be responsible for the arranging and monitoring of delivery within their subject area. They must give particular attention to preparation for, and monitoring of, delivery by new or inexperienced teachers who may be particularly vulnerable.
- iii. The Principal will ensure this policy is reviewed and reported on to the CEO and the Trust Board (Education Standards and Performance Committee).

8. **Dissemination**

A summary of this policy will appear on the academy website. The full policy and programmes of study will be available on request to parent/carers, the LA and Ofsted.

9. **Related policies**

Other policies which have relevance for sex education are

- Inclusion Policy
- Safeguarding Policy
- Equality and diversity.