



GREENWOOD ACADEMIES TRUST

Stanground Academy PSHE Policy

Document Owner	A Copland
Version	001
Effective From	1 September 2022
Next Review Date	1 September 2023

Draft Policy

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Introduction

From September 2020, the Government will rename Sex and Relationships Education to Relationships and Sex Education. RSE is used in this policy as an abbreviation of the new name from September 2020.

RSE is delivered in discreet lessons in KS3 and by Tutors in KS4&5 as part of the School's Personal, Social, Health and Economics Education programme.

The Subject Coordinator is Mrs Laura Walton.

The Senior Leadership Team member supporting the teaching of RSE is Mrs Amy Copland, Senior Assistant Principal.

Aims and Objectives

At Stanground, we believe that Relationships and Sex Education is an educational entitlement of all students and forms a crucial part of preparing them for their lives now and in the future as adults and parents/carers. We believe that our high quality RSE will stay with our pupils for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults.

We recognise, as with all aspects of health education, that the school shares the responsibility for the delivery of RSE with parents/carers and members of the Health Authority. At Stanground we aim, through implicit and explicit learning experiences, to:

- Adopt a whole school approach to RSE
- Prepare pupils for the journey from **adolescence to adulthood**
- Present information in an objective, balanced and sensitive manner
- Generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be age appropriate and differentiated to the needs of the pupils including SEN, autistic, visually impaired pupils and any other disabilities that require a bespoke curriculum
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBTQ+ inclusive)**, and ensure that BAME, LGBTQ+ and people with disabilities are positively represented in our curriculum
- Nurture a partnership between caring adults – governors, teachers, support staff and parents/carers – to ensure sensitive support for young people as they grow and mature

1. Statutory Requirements

We are required to teach RSE as part of statutory guidance that states from September 2020, all schools must deliver relationships and sex education (RSE) in secondary schools. The

parental right to withdraw pupils from RSE up until that time remains in primary and secondary education, for aspects of sex education, which are not part of the Science curriculum.

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request.

From September 2020 the guidance document ***'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'*** will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- 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)

2. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with trustees and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, 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.

5. Curriculum

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

In accordance with the aims and objectives in section 1 above, our RSE curriculum aims to:

- Reinforce the importance of **loving relationships**, rooted in **mutual respect**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Ensure pupils can identify the qualities of **healthy and unhealthy relationships**
- Make pupils aware how and where to **seek help** if they are in an unhealthy or abusive relationship
- Explore the skills needed for **effective parenting** to explore the different methods for starting a family, and how to assess one's readiness to be a parent
- Ensure that pupils have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Provide pupils with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure pupils understand the different risks associated with various types of sexual activity and understand how to engage **in safe sexual activity** by exploring a range of **contraception**
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop pupils' understanding of the dangers of pornographic material

Within the taught and broader curriculum, including whole school opportunities i.e. the whole school environment, students will be given frequent and regular opportunities to explore work on feelings and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home, believing that these, alongside school links, are essential dimensions of RSE. It is important to involve, whenever possible, and certainly to inform parents/carers. Parents/carers have the right to withdraw their child from RSE provided it is outside the National Curriculum Science.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some aspects, including biological aspects of RSE are taught within the science curriculum, and other aspects as appropriate are included in religious education (RE), PE and ICT.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Additional input occurs via presentations from guest speakers.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Time Available

- 30-minute tutorial session twice a week (KS4) and 1-hour discreet lesson (KS3)
- Up to 3 drop down days per year group
- 1 assembly per week to feed into the PSHE/RSE program

Assessment

Young people's progress and learning in RSE will be regularly assessed against the appropriate learning outcomes, using a variety of methods; self-assessment, discussion, questioning and evaluations at the end of topics.

7. Roles and responsibilities

Trustees

The trustees will approve the RSE policy, and hold the principal to account for its implementation.

The Principal

The principal (Mr Van Lier) is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

Co-ordination of RSE

The teaching and co-ordination of RSE education is led by the PSHE Coordinator (Laura Walton) who liaises with Amy Copland, Senior Assistant principal.

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/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the principal, Mr Van Lier.

At Stanground we believe that it is important to foster relationships of trust between students and teachers. It is important that members of staff feel comfortable with and knowledgeable about the subject matter when dealing with RSE issues.

Appropriate training will be provided for staff, with regular opportunities for support through school in-service training. Members of staff are required to teach within the school's values framework.

Pupils

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

Partnership with the Wider Community

Health professionals, social workers, youth workers, peer educators and visitors all have a part to play in delivering RSE. Those who help deliver RSE must be made aware of the school's policy and agree to abide by it. Parents and carers should be made aware of the involvement of the wider community.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The principal will discuss the request with parents and take appropriate action.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

Monitoring and Evaluation

- RSE will be monitored by the designated Assistant Head and the PSHE Coordinator
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- Student and teacher evaluations will also form the basis for future planning and review of the RSE programme.
- The policy will be reviewed annually. At every review, the policy will be approved by trustees.

11. Confidentiality and Advice

This will include:

- Making sure that students and parents or carers are aware of the school's position in relation to confidentiality and how it works in practice.
 - Reassuring students that their best interests will be maintained
 - Encouraging students to talk to their parents or carers and giving them support to do so
 - Ensuring that students know that teachers cannot offer unconditional confidentiality
 - Reassuring students that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
 - Following the school's Safeguarding procedures if there is any possibility of abuse i.e. the safety and well-being of the individual student will be prioritised over all other concerns
 - Making sure that students are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young people's advice service through lessons and the student handbook.
 - Using ground rules in lessons.
 - Any disclosures relating to sexual health or pregnancy must be referred to school safeguarding teachers who will access appropriate agencies and support.
1. *Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.*
 2. *When a member of staff learns from an under 16 year old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a sixteen year old pupil is contemplating having sexual intercourse with a pupil below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.*

Complaints Procedure

Any complaints about the RSE curriculum should be made to the Principal, Mrs Roz Hodges, who will report to the governors via the link governor.

Dissemination

This policy will be made available to:

- parents/carers and students on request.
- all members of staff including RSE teaching staff
- trustees
- external speakers

Links to other Policies

This policy should be read in conjunction with:

- Safeguarding children policy
- Healthy Schools Policy
- Anti Bullying Policy
- Drugs Policy
- Race and Equality policy
- Health and Safety policy
- PSHE policy
- SMSC policy

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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 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 • 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); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • 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 (e.g. 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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 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 • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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, e.g. 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 • 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/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

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			