



Sex and Relationship Education Policy

Approved by Governors: December 2023

Review Period: 3 years

Review by: December 2026

1.0 ROLES AND RESPONSIBILITIES

1.1 The responsibility for the implementation of this policy and provision rests with the Headteacher. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the Headteacher.

1.2 All staff, in their daily engagement with other colleagues and with learners, will promote the personal, moral and social qualities by acting as good role models which will enable learners to develop their own positive identities and personal qualities. Staff who teach in this important area must ensure that they prepare adequately to ensure all learners appreciate and understand the messages delivered here. We will utilise the role of external contributors to enhance delivery.

2.0 SUGGESTED AUDIENCE

2.1 All teaching and support staff and parents/carers

3.0 RELATED POLICIES

3.1 This policy is part of a suite of policies which should also be referred to:

- Citizenship and Personal Social and Health Education (CPSHE) Curriculum Planning
- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- Citizenship Policy

4.0 ACADEMY MISSION STATEMENT

“The Rural Enterprise Academy: educating, nurturing and inspiring our future rural entrepreneurs. We aim to create a culture which is kind, where pupils can be successful and be the best version of themselves, every day.”

5.0 AIMS

5.1 To give our learners the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should 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. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

Sex and Relationship Education will be taught as part of the CPSHE programme having regard to Sex and Relationship Education Guidance 2019 and sections 403 and 405 of the education Act 1996 and supplementary advice for schools published by the PSHE

Association, the Sex Education Forum and the charity Brook, “Sex and Relationships Education (SRE) for the 21st century. We will work with teachers, parents, faith groups and campaign groups, to make sure sex and relationships education encompasses an understanding of the ways in which humans love each other. The academy is mindful that the Model Funding Agreement for Free Schools states, “The academy trust shall have regard to any guidance issued by the Secretary of State on sex and relationship education to ensure that children at the academy are protected from inappropriate teaching materials and they learn the nature of marriage and its importance for family life and for bringing up children.” Although it is not a statutory requirement the Academy Board of Governors considers Sex and Relationship guidance an important part of a broad and balanced curriculum. The Academy will include SRG, as part of a CPSHE programme, as it considers this area of students’ lives to be fundamentally important.

5.2 Lessons will involve relevant health care professional services. Information will be provided which is relevant and appropriate to the age and maturity of the learners.

6.0 WHAT THE ACADEMY WILL DO

6.1 Include Sex and Relationship Education as part of CPSHE.

6.2 Deliver Sex and Relationship Education as a cross-curricular topic to all learners, mainly through Science and CPSHE. The subject areas involved will use readily available current books, information leaflets and videos. Visual and verbal presentations will provide factual information. Visiting speakers will sometimes be involved in the lessons. Discussions, where appropriate, will take place to amplify and clarify various aspects, especially those concerning inter-personal relationships and self-esteem.

6.3 The Sex and Relationship Education programme will be taught in the context of relationships. In addition, Sex and Relationship Education will promote childrens’ self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

6.4 Ensure that pupils are aware of the risks of child sexual exploitation.

6.5 Make copies of the policy available for inspection (at all reasonable times) by parents/carers of registered learners at the academy and provide a copy, free of charge, to any such parent / carer on request and inform parents / carers of students currently at the academy about the Sex and Relationship Education arrangements.

6.6 Enable parents / carers to have the right to withdraw their children from any or all parts of the academy's programme of Sex and Relationship Education, other than those elements, which are required by the National Curriculum Science Order. Parents / carers will not have to give reasons for their decision, nor will they have to indicate what other arrangements they will make for providing Sex Education for their children. Once a request that a child be excused has been made, that request will be complied with until the parent / carer changes or revokes it. It will be the responsibility of the Headteacher to ensure the supervision of withdrawn learners for those learners.

6.7 Give details in the academy parent handbook of the content and organisation of any Sex and Relationship Education that the academy provides, including an explanation of how parents / carers who wish to discuss this issue can do so and information about the means of putting into effect the parents' / carers' right of withdrawal. (Please see Appendix B for withdrawal form)

6.8 This policy should be read in conjunction with current legislation.

7.0 SUPPORT FROM EXTERNAL PARTNERS

7.1 The academy will access support from a wide range of individuals and agencies when planning and teaching SRE. Nurses, general practitioners, health promotion units, youth workers and peer-education teams etc. The involvement of these external agencies can give learners access to a wealth of experience and expertise, new resources and different approaches to learning. A member of the academy staff will be present when an external contributor is working with learners, especially since some contributors may only visit schools and academies infrequently and may not have been checked by the Disclosure and Barring Service. In such cases, normal safeguarding procedures will be followed for such visitors.

7.2 External contributors will lend expertise and a partnership dimension to the SRE Programme. Input from external contributors and the Academy's SRE programme of study will be regularly evaluated by students and staff.

7.3 The academy will also engage in positive sexual health promotion, including national and local events, which are significant for SRE (e.g. World Aids Day, Breast and Testicular Awareness campaigns). There will be signposting and information on services within the academy. Relevant materials will also be available to learners.

8.0 LEARNING OUTCOMES

By the end of secondary school:

8.1 Families

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.
- any 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.

8.2 Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive 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.
- 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 in 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

8.3 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 under the Protection of Children Act 1978 (as amended) and such offences carry a maximum sentence of 10 years' imprisonment. Section 160 of the Criminal Justice Act 1988 also makes the simple possession of indecent photographs or pseudo photographs of children as an offence and carries a maximum sentence of 5 years' imprisonment. If found guilty they will be added to the Sex Offenders' Register.

8.4 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

8.5 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.

9.0 MONITORING AND REVIEW

9.1 The delivery of Sex and Relationship Education will be monitored and the schemes of work, included within the CPSHE schemes of work, will be reviewed and updated as appropriate on a yearly basis by the appropriate heads of year. A report will be made by this person to the Governing Body also on a yearly basis

10.0 APPROVAL BY GOVERNING BODY AND REVIEW DATE

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting.

Appendix A - CONFIDENTIALITY IN SEX AND RELATIONSHIP EDUCATION LESSONS

Confidentiality on the classroom

The classroom is a public place and confidentiality cannot be maintained. 'Ground rules' for sex and relationships education lessons should be negotiated with learners well in advance, including the key rule 'no-one will be expected to ask or answer any personal questions'. Situations and issues should be discussed using 'distancing' techniques of role play and hypothetical but authentic scenarios.

General advice to teachers

Disclosures may take place at an inappropriate place or time. If this happens, the teacher should talk again with the learner before the end of the Academy day. The teacher should be able to discuss the issue with an appropriate colleague whilst retaining the anonymity of the learner.

Teachers do not have to break a confidence if in their professional judgement it is in the best interests of the learner. They are not legally bound to inform parents, or the head teacher, of any disclosure, unless the head teacher has asked them to do so. Teachers should only break confidentiality if they believe that a learner is at risk of physical or sexual abuse. In such cases, the member of staff responsible for child protection issues (the principal or deputy child protection lead) should be contacted and the Academy's procedure followed.

In the rare circumstances that confidentiality is broken, the learner should be informed first of why and how confidentiality is broken and then supported through the ensuing process. Learners should not be asked to repeat a distressing disclosure to several people unnecessarily

If a young person discloses a sexual activity, a teacher can:

- check it is a consenting relationship and, if there is any possibility of abuse, follow the Academy's child protection guidelines;
- encourage and support the young person to talk with their parents;
- give information on contraceptive methods and local services and refer them to a health professional for confidential advice;
- make an appointment and / or accompany them if necessary;
- reassure them that if confidentiality is broken the young person will be informed first;
- maintain confidentiality if it is in the best interests of the student.

**Appendix B - WITHDRAWAL FROM SEX AND RELATIONSHIP EDUCATION LESSONS
(OTHER THAN NATIONAL CURRICULUM SCIENCE)**

NAME OF Learner :

TUTOR GROUP :

DATE OF PARENT'S/CARER'S REQUEST FOR WITHDRAWAL :

SUBJECTS INVOLVED :

ANY SPECIAL COMMENTS BY PARENTS / CARERS TO BE MADE KNOWN TO TEACHING STAFF
(N.B. PARENTS / CARERS DO NOT NEED TO STATE THEIR REASONS FOR WITHDRAWAL):

SIGNATURE OF PARENT / CARER:

SIGNATURE OF INTERVIEWER:

SUBJECTS AFFECTED WITH TIMES: