

# RELATIONSHIPS AND SEX EDUCATION POLICY (ACADEMIES)

**The OHC&AT Board of Directors has agreed this Policy and as such, it applies across all OHCAT Academies – 15<sup>th</sup> December 2017.**

Jay Mercer

Chair of OHCAT Board



# Relationships & Sex Education Policy (Academies)

## INTRODUCTION

Orchard Hill College and Academy Trust (OHC&AT) is committed to providing outstanding educational opportunities for all our pupils and students. Encouraging an understanding of healthy relationships and the ability to make good choices is a key strand of positive personal development for all our pupils and students, as well as a key part of safeguarding.

This policy applies to all OHC&AT Academies. The policy has been developed in accordance with the current requirements of the law, taking into account the Children's Act 1989 and 2004, the Education Act 1993 and 2002, and the Children and Social Work Act 2017, as well as the Equalities Act 2010. The policy is informed by a range of guidance including 'Policy Statement: Relationships Education, Relationships and Sex Education, and Personal, Social, Health and Economic Education' (DfE, 2017), 'Sex and Relationship Guidance' (DfE, 2000), 'Sex and Relationship Education (SRE) for the 21st century' (PSHE Association/Sex Education Forum/Brook, 2017) and 'Sex and Relationships Education in Schools (England)' (Commons Library Briefing Paper, 2017).

There is a separate Relationships & Sex Education Policy for Orchard Hill College, reflecting the adult status of College students. However, both policies are informed by OHC&AT's belief that clear, relevant and positive relationships and sex education contributes greatly to young people's ability to keep themselves safe and negotiate fulfilling relationships into adulthood.

## AIMS

Relationship and Sex Education (RSE) is an educational entitlement for all children and young people. It is lifelong learning about physical, moral and emotional development and sex, sexuality and sexual health. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

Clear, relevant and inclusive RSE plays a crucial part in safeguarding children and young people, especially those with special educational needs and disabilities who are more vulnerable to abuse and exploitation. It also complements and underscores other key strands of delivery, including e-safety, anti-bullying and equality and diversity.

RSE has three main elements:

## **Attitudes and Values**

- Understanding of the nature and value of stable, loving and mutually respectful relationships.
- Respect for self and others.
- Exploration of moral dilemmas.
- Development of critical thinking.

## **Personal and Social Skills**

- Self-confidence, self-esteem and empathy.
- Managing emotions and relationships confidently and sensitively.
- Skills of choice to manage responsibility.

## **Knowledge and understanding**

- Emotions and relationships.
- Physical development.
- Sexuality, reproduction, sexual health.
- Information on local and national contraception and sexual health services.
- Reasons for delaying sexual activity.
- The avoidance of unplanned pregnancy.
- Keeping physically and emotionally safe.
- Information on the law in relation to sexual health and legal rights.

Every OHC&AT Academy provides a setting in which pupils can be offered appropriate teaching about Relationships and Sex Education. The purpose of RSE is to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships. RSE is supported by each Academy's respective Science and PSHE curriculum and is inclusive of all pupils to ensure that they:

- Receive accurate, clear, comprehensive and up to date relationships and sex education.
- Are prepared for the opportunities, responsibilities and experiences of life.
- Develop positive attitudes to sexuality.

Relationships and Sex Education at OHC&AT Academies is taught across all year groups up to and including the Sixth Form as part of the discrete curriculum of PSHE. Content is also delivered as part of the Key Stage 4 Science curriculum.

The programme is designed to support and complement the role of parents and carers who have the prime responsibility in this sensitive area.

## **SUMMARY OF PROGRAMME CONTENT**

The main aims of the Relationships and Sex Education programme are to give young people the knowledge and understanding to build healthy, enjoyable and loving relationships as they move into adulthood. 'Relationships' should be understood to include friendships, family relationships, relationships in the wider world e.g. work colleagues/strangers, and for secondary school pupils, intimate relationships. Pupils are encouraged to recognise the responsibilities of parenthood and to respect themselves and others. Pupils are educated in the importance of behaving responsibly and respectfully in sexual matters, particularly with regard to the importance and understanding of consent. Moral and ethical issues are presented and discussed in order to grow pupils' understanding around issues such as staying safe in the digital age, defining and respecting personal boundaries, recognising unhealthy relationships etc.

The programme looks at the biology of sexual maturation, focusing on the physical and emotional changes associated with puberty as well as the related issues of personal hygiene.

Pupils receive information about sexually transmitted infections including HIV and AIDS and the importance of practising safe sex. Pupils receive information about contraception and its importance in guarding against unwanted pregnancy and sexually transmitted infections. The programme covers the legal implications of sexual behaviour.

Pupils are made aware of people and places they can go to for appropriate help or advice. This includes discreet assemblies, pastoral support and the opportunity to speak to a chosen member of the Senior Leadership Team. Pupils have regular access to confidential conversations with the school nurse. On occasion pupils may be supported by additional input from outside professionals.

### **Partnership with parents/guardians**

Most of a pupil's informal sex and relationship education occurs within the family and every OHC&AT Academy's programme will complement and build on this in cooperation with parents and carers.

Parents and carers have the right to withdraw pupils from all or part of the Relationships and Sex Education programme that is not included in the Programme of Study for the Science National Curriculum. Any parent or carer wishing to withdraw a child from the programme should inform the Head/Principal in writing of their decision.

Pupils who are withdrawn will be accommodated separately and will be set appropriate, alternative work to complete.

## **Information on contraception**

The teaching about contraception should be carried out in a frank and open manner with pupils being given non-biased information about various forms of contraception. While contraception is covered as a topic, Academy staff cannot give specific contraceptive advice to individuals and should signpost to the relevant external agencies.

## **Confidentiality and child protection**

Colleagues will be guided by the Frazer Guidelines, that provide guidance for health professionals; details of these are provided in the DfE document “Sex and Relationship Education Guidance” (2000). The Head/Principal and the Designated Safeguarding Lead will have a discussion with any health professional or other adult before they start work with Academy pupils. This is to ensure they are familiar with our policy and expectations regarding correct practice and responding to issues, including those that may relate to child protection/safeguarding matters.

Staff should ensure that pupils understand that they are not in a position to guarantee confidentiality.

Staff should ensure they are fully aware of their Academy’s procedures in dealing with child protection/safeguarding issues.

## **Equal opportunities**

Relationships and Sex Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation, personal hygiene.

## **Topics delivered through the Relationships and Sex Education Programme**

Each OHC&AT Academy is expected to develop its own PSHE programme in line with this policy statement. Each Academy will deliver clear and up to date Relationships and Sex Education in ways appropriate to their pupils, taking into account ages and stages as well as pupils’ specific learning needs. Details of RSE programmes are available from individual Academies.

## **Methodology and Approach**

Employees should make it explicit that lessons will cover essential knowledge as well as the opportunity for reflection and discussion. It is important that teachers can present the course information with a sense of openness yet that the opportunity for pupils to ask questions is there.

## **Inclusion statement**

Every OHC&AT Academy has a commitment to ensure that the programme is relevant to all pupils and is taught in a way that is age and stage appropriate. Some pupils, for a variety of reasons, may benefit from 1:1 and small group RSE sessions. Separate boys' and girls' groups will be arranged on occasion. This work may be done by the teaching teams or in some instances by other teams e.g. behaviour support team.

## **POLICY REVIEW DETAILS**

<i>Version:</i>	1.1
<i>Reviewer:</i>	John Prior
<i>Approval body:</i>	Family Board
<i>Date this version approved:</i>	15 <sup>th</sup> December 2017
<i>Due for review:</i>	Autumn 2020

## **RELATED POLICIES AND PROCEDURES**

Anti-Bullying Policy  
Child Protection, Adult Protection & Safeguarding Policy and Procedure  
Equality & Diversity Policy  
E-Safety Policy  
Positive Behaviour Policy  
Substance Misuse Policy

## **FURTHER INFORMATION**

'Sex and Relationships Education for the 21<sup>st</sup> Century', PSHE Association/Brook/Sex Education Forum (2014)

[https://www.pshe-association.org.uk/sites/default/files/SRE%20for%20the%2021st%20Century%20-%20FINAL.pdf\\_0.pdf](https://www.pshe-association.org.uk/sites/default/files/SRE%20for%20the%2021st%20Century%20-%20FINAL.pdf_0.pdf)

'Sex and Relationship Education Guidance', DfE (2000)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283599/s\\_ex\\_and\\_relationship\\_education\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/s_ex_and_relationship_education_guidance.pdf)

'Policy Statement: Relationships Education, Relationships and Sex Education, and Personal, Social, Health and Economic Education', DfE (2017)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/595828/170301\\_Policy\\_statement\\_PSHEv2.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf)

'Sex and Relationship Education in Schools (England)', House of Commons Library (2017)

<http://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN06103>