



Relationships And Sexual Health Policy 2019-20

EBN Trust

Created By	M Baldwin
Directors Approved	Yes
Version No	1
Date of Next Review	October 2020

Contents

1. Introduction	Page 3
2. Aim	Page 3
3. Summary of programme content and delivery	Page 3
4. Partnerships	Page 5
5. Methodology and Approach	Page 5

1. Introduction

The Relationships and Sexual Health Education (RSE) Policy has been developed in accordance with the current requirement of the Law and the related national aims and OFSTED criteria.

2. Aim:

The aim of this policy is for the Academy to provide a setting in which students can be offered appropriate teaching and learning in RSE. The purpose of RSE is to prepare young people for adult life by supporting them through their physical, emotional and moral developments and helping them to understand themselves, respect others and form and sustain healthy relationships (in the broadest sense), while developing positive attitudes to sexuality and diversity. The policy and associated programmes are designed to support and complement the role of parents/carers, who have the prime responsibility in this area and who have regular opportunities to view the materials and discuss the approach of the Academy to this issue. The RSE content is taught within the Character Education and through the moral framework and ethos of the Academy. RSE is delivered in line with our whole Academy ethos of respect for self and for others. This means developing both self-respect and self-esteem and developing relationships (in the broadest sense socially) that are mutually beneficial. This also means preparing young people to be able to make their own choices and respect those of others. The value of family life, of stable and loving relationships, and the role of being a parent are key aspects of the programme. The open discussion of sensitive issues and other activities will develop the skills and attributes students require to function in adult life.

3. Summary of Programme Content and Delivery:

The main content of the RSE programme is delivered primarily through the Character Education programme which includes form time activities at the start and end of each day and also 1 hour of dedicated time per group each week. Where these sessions focus on RSE the main content includes:

1. appreciating the importance of establishing mutual respect in all relationships, valuing diversity, respecting differences and challenging prejudice;
2. valuing family life and understanding the role of parents;
3. awareness of issues relating to puberty, reproduction, sexual health/contraception/avoiding unwanted pregnancy, sexuality; sources of advice and information with regard to the law relating to this area. The timing and content have been influenced by student opinion gathered through student voice and also through analysis of key risk factors for individual cohorts.

The key RSE Areas covered by the Character Education and Science include:

- Sexual Relationships and Consent
- Sexting and the Law
- Dangers of Pornography
- LGBT
- Online safety and grooming
- Respectful relationships - What makes a healthy/ unhealthy relationship?
- AIDS and STIs
- Sexual awareness/ Sexuality
- Family planning; Issues around unplanned pregnancies
- Parenting and changes to lifestyle
- Prevention of testicular, ovarian, cervical and breast cancer
- Making students aware of the dangers of uploading images of themselves online and of making contact with those they do not know online.

In addition to the planned Character Education the EBN Trust also commissions outside expertise to deliver on specific topics for example school nurses, Barnardo's etc. These sessions are tailored to the need of the cohorts at a given time in order to meet need.

Other curriculum areas that deliver RSE content include Science where the programmes of study teaches the physical and emotional changes that take place during adolescence as well as the biology of human reproduction, which includes the study of the menstrual cycle and the process of fertilisation. It also covers the growth and reproduction of bacteria and how the spread of viruses can affect human health. The programme of study also includes developing knowledge and understanding of the effect of sex hormones and how sex is determined in humans. The medical use of hormones to control and promote fertility is also discussed.

Pornography is addressed through Character Education. The issue of pornography is taught with the same aim outlined in section 2 and with the understanding that pornography itself is an affront to people's dignity. The Office for the Children's Commissioner outlined in a report to Government the following recommendations:

1. The Department for Education should ensure that all schools understand the importance of, and deliver, effective relationship and sex education which must include safe use of the internet.
2. The Department for Education should ensure curriculum content on relationships and sex education covers access and exposure to pornography, and sexual practices that are relevant to young people's lives and experiences, as a means of building young people's resilience.

The rationale for these recommendations was: 'Comprehensive sex education is fundamental to protecting young people.

The way in which people develop an understanding of sex and sexuality is changing dramatically in the digital age and access to pornography is much easier. Despite internet controls, access and availability to pornography is widespread- e.g. most phones have internet access.

Our job as sensible adults is to trust young people, to keep pornography use in perspective and to ensure that pornography is not the primary sex educator for young people by educating them about pornography.

Despite our concern regarding illegal and "hardcore" pornography, most young people's concerns are centred around images of 'perfect' bodies and overly competent sexual activity which can lead to anxiety and confusion.

Most of them tell us they wish they had better education at home and at school, most of them know the difference between fantasy and reality or are savvy enough to ask the difference if we create safe spaces but it is our job to ensure ALL of them know the difference between fantasy and reality and have safe spaces to ask - through good education and support'.

These issues will now all be covered within the RSE delivery.

4. Partnerships:

Much of a student's informal RSE occurs within the family and the Academy's Character Education programme will complement and build on this. Parents have a right to withdraw their children from all or part of the RSE programme that is not included in the Programme of Study for the Science National Curriculum. Any parent wishing to withdraw a child must inform the Headteacher in writing of their decision. However, the Academy will encourage parents to engage with the programme through providing opportunities to discuss them with the Academy, through the sharing of this policy and the opportunity to discuss the content of sessions. If sessions are run by outside providers, those sessions must comply with the ethos of this policy. Parents/carers are invited annually to view the materials to be used in RSE lessons.

5. Methodology and Approach:

Staff 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 so that the opportunity for students to ask questions is there. Academy teaching staff cannot deal with questions about individual contraception advice, which can only be given by a relevant external agency. Staff should try to respond to students' questions providing that answers are framed in terms of the promotion of family values and combating discrimination and prejudice

against people on any basis, e.g. their gender or their sexuality. Most sessions will be organised depending on the sensitivities of the subject matter with some requiring single sex groupings.

The Deputy Headteacher has overall responsibility for the establishment, monitoring and evaluation of the delivery of Character Education and RSE through the line management of the Character Education Co-ordinator. Content delivered through Science is monitored following normal Academy procedures.

Signed Chair of the Governing Board: _____

Date: _____