



Relationship and Sex Education Policy

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1. Introduction

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.” (DfE Guidance p.8).

This Relationship and Sex Education Policy has been developed in accordance with the current requirements of the law, taking into account the Relationship and Sex Education Guidance (DfE 0116/2000) and the Academy's duties under its Funding Agreement which are to:

- have regard to any guidance on Relationship and Sex Education issued further to section 403 of the Education Act 1996 to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage or other committed relationships and their importance for family life and for bringing up children.
- have regard to the requirements in section 405 of the Education Act 1996 as if the Academy were a maintained school.

This policy should be read in conjunction with the Academy's policies on Child Protection and Safeguarding, Special Educational Needs (SEN) and Confidentiality.

The Academy also notes that Ofsted will evaluate and report on the spiritual, moral, social and cultural development of its pupils.

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2. Policy Statement

As all of the students at Medeshamstede have an Educational Health Care Plan and are, in some cases, working significantly below their age-related expectation, the teaching of RSE will look different in every classroom and will be taught in the appropriate manner for each individual child, sometimes as a group and others on a 1:1 basis.

The teaching of RSE must be sensitive, adaptive and at times reactive due to the needs of our students. To support our teaching we may use a variety of resources such as social stories, pictures and drawing and physical items.

3. Definition of Relationship and Sex Education

RSE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage or other committed relationships for family life, stable and loving relationships, respect, love and care. It also includes teaching about sex, sexuality and sexual health.

RSE has three main elements:

Attitudes and Values

- Learning the value of family life, marriage and other stable and loving relationships for the nurture of children
- Learning the value of respect for self and others
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-confidence, self-esteem and empathy for others
- Learning to make choices based on understanding difference and absence of prejudice
- Developing an appreciation of the consequences of choices made.
- Managing conflict
- Learning how to recognize and avoid exploitation and abuse

Knowledge and Understanding

- Understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and reasons for delaying sexual activity

4. Aims and Objectives

The Academy's RSE programme supports young people through their physical, emotional and moral development.

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The RSE programme aims to ensure that pupils:

- receive sex education in the wider context of relationships
- are prepared for the opportunities, responsibilities and experiences of life
- develop positive attitudes towards sexuality

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

5. Summary of Programme Content

Students will learn to appreciate the values of family life, recognise responsibilities of parenthood and respect themselves and others.

The National Curriculum for Science covers:

- physical and emotional changes during adolescence
- biology of human reproduction
- effects of sex hormones and determination of sex
- medical use of hormones to control fertility

Discover Pathway (KS1 – KS4)

- Different types of relationships
- Familiar and Unfamiliar people
- Trust
- Public and Private
- My body belongs to me
- My body is changing
- Digital safety

Explore Pathway (KS2)

At Key Stage 2, students will study RSE through the Science Curriculum and through designated RSE lessons.

RSE at primary level will aim to ensure that students, where appropriate, are:

- developing confidence in talking, listening and thinking about feelings and relationships
- understanding what a positive, caring relationship looks like
- respectful of families that may look different to their own
- able to name parts of the body and describe how their bodies work
- able to protect themselves and ask for help and support (including e-safety)
- prepared for puberty

The RSE Programme for Key Stage 2 students looks at:

- Friendships

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- Families
- Personal Safety
- Puberty
- Physical Health
- Mental Health

Explore and Investigate Pathway (KS3 and KS4)

At Key Stage 3 and Key Stage 4, students will continue to study RSE through the Science Curriculum and through designated RSE lessons.

By the end of Key Stage 4 the RSE Programme will aim to ensure that, where appropriate, students understand:

- How to form, maintain and end relationships that are healthy, respectful and based on mutual consent
- How relationships may differ (friendships, family, intimate relationships, online) and that people experience relationships differently
- How to communicate boundaries and respect the boundaries of others
- Laws around sexual offences, harassment, exploitation, image based abuse and online abuse
- Human reproduction, fertility, pregnancy and childbirth
- Contraception: different methods, effectiveness and access
- Sexually transmitted infections (STIs), including prevention, testing and treatment
- How discrimination, stereotypes and harmful attitudes (including misogyny) affect individuals and society
- How relationships and sexual health affect mental and physical wellbeing
- How to recognise when something feels unsafe or wrong

The RSE Programme for Key Stage 3 students looks at:

- Online & Media
- Staying Safe
- Families
- Respectful Relationships
- Sexual Health and Intimate Relationships
- Physical and Mental Wellbeing

The RSE Programme for Key Stage 4 students looks at:

- Physical and Mental Wellbeing
- Emotional Wellbeing
- Sexual Health and Wellbeing
- Relationships and Social Wellbeing

6. Information on Contraception

Where appropriate, trained health professionals are able to provide students with information about different types of contraception. Teaching about contraception is carried out in an open

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manner. Information about external agencies is available to students to enable them to obtain appropriate advice.

7. Confidentiality and Child Protection

All staff members and external visitors who work with our students will be given a copy of the Academy's RSE policy and Child Protection Policy. Any nurse working within the Academy will be guided by the Fraser Guidelines that provide guidance for health professionals.

The Principal or the Designated Safeguarding Lead (DSL) will have a discussion with any health professional or other adult before they meet with a pupil. This is to ensure they are familiar with the Academy's RSE policy and expectations regarding correct practice and the Academy's procedure for responding to issues, including those that may relate to Child Protection matters. Staff should ensure that pupils understand that they are not always in a position to guarantee confidentiality. Staff should ensure they are fully aware of the Academy's procedures in dealing with Child Protection issues.

8. Equal Opportunities

In our Academy we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

RSE 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 and personal hygiene.

9. 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 and that the opportunity for pupils to ask questions is there. Staff should try to respond to pupils' questions having in mind that RSE should be given with a view of encouraging moral considerations and the value of family life.

Homosexuality does not feature as a topic in itself within the RSE programme but there is acknowledgement that homosexual relationships exist. References to the physical aspects of relationships should be avoided in discussion.[MB1.1]

Whilst the topic of consent is taught explicitly within the programme of study, it is also referred to continuously within other topics.

10. Parents' Right to Withdrawal

Parents can request to withdraw their child from sex education in the RSE Programme (e.g. lessons about sexual relationships, contraception, consent in an explicitly sexual context). Parents cannot request to withdraw their child from the Science coverage of this topic or the wider aspects of RSE coverage including relationships. [MB2.1]

11. Monitoring, Evaluation and Complaints

Monitoring and evaluation of the RSE programme is the responsibility of the Principal. This policy will be reviewed regularly and parents will be consulted as appropriate about any significant changes. Should any parent wish to view the materials used in lessons prior to their

child receiving relationships and sex education, they should contact the Academy to request this. Should parents have any complaints regarding the application or implementation of this policy, they should follow the usual Academy complaints procedure available on the Academy website or from the Academy office.

12. Teacher and Student views

Student and staff views are reflected in this document. Although it operates within the current statutory guidance, at Medeshamstede Academy, this policy will be strengthened by listening to the opinions of staff and students as to how to effectively deliver RSE in a purposeful way which takes students' needs and SEND into account.