

## Relationships, Sex & Health Education Policy

September 2020

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Associated Documents & Links to:	
<ul style="list-style-type: none"> <li>• Safeguarding and Child Protection Policy</li> <li>• Behaviour Policy</li> <li>• Whistleblowing policy</li> <li>• Data protection policy</li> <li>• E-safety policy</li> <li>• Anti-Bullying policy</li> </ul>	<p><b>Statutory DfE guidance:</b>  <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a></p> <ul style="list-style-type: none"> <li>• PHSE (SKL), Science, ICT Curriculum, RE.</li> <li>• Visitors Policy</li> </ul>

Approved by the Standards and Outcomes Committee of the Trust Board, June 2020

## **Our Vision**

### **We have one core purpose:**

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

### **How do we ensure this across our trust?**

#### In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

### **What does this look like across our trust?**

#### Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

#### Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

#### Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty and adulthood, give them an understanding of sexual development and the importance of both physical and mental health and hygiene so that they can make their own informed decisions.
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships including helping students to create healthy, nurturing relationships of all kinds.
- Teach students the correct vocabulary to describe themselves and their bodies

## 2. Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

## 3. Statutory requirements

As a secondary academy school we must provide RSE to all students as per s.34 [Children and Social Work Act \(2017.\)](#)

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in s.403 [Education Act \(1996\)](#).

At Mildenhall College Academy we teach RSE as set out in this policy.

## 4. Policy development

This policy has been developed in consultation with staff, students and parent/carers. The consultation and policy development process involved the following steps:

1. Review – the PSHE lead 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 through; most recent review was July 2021.
3. Parent/carer/stakeholder consultation – parent/carers and any interested parties were sent a letter with a link to the draft policy on the website asking for their feedback electronically at (schoolcomms) by June 2020 and invited to attend a meeting about the policy.
4. Student consultation – we investigated what exactly students want from their RSE by asking questions to targeted year groups during their SKL lessons. We also used the Healthwatch Suffolk Survey to support the curriculum design.

5. Student reflection – we will ask students for feedback on the RSE sessions once they have been completed during the academic year and use this feedback to further inform future sessions. We will do this by frequently reviewing content at faculty meetings.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

## **5. Definition**

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity and relevant legislation, so that they are able to make their own, informed decisions throughout their lives.

RSE involves a combination of sharing information and exploring issues and values in an open safe non-judgemental developmentally appropriate environment.

RSE is NOT about the promotion of sexual activity.

## **6. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to meet the needs of our students and our community or issues that are highlighted nationally.

We have developed the curriculum in consultation with support from a Local Authority advisor, parent/carers, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online or their peers which may not provide a true reflection of reality or explore related ethical issues the way in which a teacher can. This may include signposting students to a safe and reliable sources of information such as Brook or School Nursing teams where appropriate.

## **7. Delivery of RSE**

RSE is taught within the Skills for Life education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education.

Students also receive stand-alone sex education sessions delivered by a trained professional. This is usually provided by the school nursing team.

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
- For more information about our RSE curriculum, see Appendices 1 and 2.

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/carer families, LGBT parent/carers, families headed by grandparent/carers, adoptive parent/carers, foster parent/carers/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).

## 8. Roles and responsibilities

### The local academy committee (LAC)

The LAC will monitor the implementation of this policy on behalf of Trustees, whose responsibility it is to approve.

### The Principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 9).

### Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Supporting the review and reflection process for student feedback after taught sessions.
- Responding appropriately to students whose parent/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Make students aware that if anything that is said during these sessions raises any concerns about themselves or about someone that they know they should talk to a trusted member of staff about it as per our safeguarding policy.

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.

Staff Name	Job Title	Aspect of RSE
Racheal Ackland	Faculty Leader for Science	Science
Martin Sexton	Faculty Leader for Business, Health and Computing	PSHE (E-Safety)
Richard Goodenough	Assistant Principal (PSHE Lead)	SKL curriculum design
Annette Fisher	Teacher of SKL	SKL

Taylor Simpson	Teacher of RE	RE
Rebecca Woods	SENCO	SKL curriculum design
Lynne McSloy	DSL	Safeguarding lead

### Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Failure to behave appropriately will be dealt with in accordance to the Behavior Policy.

If gaining a wider awareness of positive relationships versus negative relationships causes any concern to any student about themselves or someone they know, they are encouraged to share these concerns with a trusted member of staff who will deal with them in accordance to the safeguarding policy.

### Students with an additional need including students with SEND and EAL

We aim to ensure that the curriculum is accessible for all students and are mindful that this is particularly the case for students with special educational needs and disabilities who may, due to their need, be more vulnerable to exploitation, bullying and other issues specific to their additional need.

We are mindful of the preparing for adulthood outcomes (as set out in the SEND Code of Practice); where relevant, the curriculum will be adapted to meet the specific developmental needs of SEND students to ensure that curriculum taught to SEND students is sensitive, age and developmentally appropriate and delivered with reference to the law. As part of this, we will work with the school SENCO, family and the student.

### 9. Parent/carers' right to withdraw

Parent/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE (not relationship education) 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 academy is required by law to arrange this. Sex Education is defined as being content such as "Intimate and sexual relationships, including sexual health" and "pornography" (noted under Online and Media) in a PSHE/RSHE classroom environment

Requests to withdraw children from statutory aspects of RSE are unlawful and will not be granted, this includes Relationship and Health Education (including puberty) and curriculum taught as part of the Science National Curriculum.

Requests for withdrawal should be put in writing detailing the reasons that you want to withdraw your child and addressed to the Principal. Wherever possible, a meeting will take place between a representative of the academy and family to address any concerns raised.

A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parent/carers and take appropriate action and record the viewpoint of both parties as well as the outcome of the discussion.

Alternative work will be given to students who are withdrawn from sex education.

## **10. Training**

Staff are trained on the delivery of RSE 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 in line with the academy's Visitors Policy.

Mildenhall College Academy has access to the Suffolk PSHE network which is an invaluable source of support and CPD.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Richard Goodenough (Assistant Principal) through: learning walks, planning scrutinies, quality assurance and external audits.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Nicola Hood (Principal) bi-annually or sooner if as a result of student feedback, consultation feedback or a change in guidance from the DfE. At every review, the policy will be approved by the Trustees.



Appendix 1: Curriculum map

**Relationships and sex education curriculum map**

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1	Relationships and Feelings	PowerPoint Lessons PDF Worksheets
	Autumn 2	Peer Pressure and Anti-Bullying including e-safety.	
	Spring 1	Puberty Cultural Diversity Healthy Lifestyles	
	Summer 2	Smoking, Alcohol and Drugs Young people and the law Internet Safety	
Year 8	Autumn 1	Personal Safety and Risk taking First Aid Drugs and Medicine Relationships and relationships and the law including consent Safe Sex	PowerPoint Lessons PDF Worksheets
	Autumn 2	Safe Sex FGM	
	Spring 1	Love and relationships	
	Spring 2	The influences of media	
	Summer 2	Prejudice and discrimination Disability	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Autumn 2	Sex and relationships Sexually transmitted Infections Relationships and the law	PowerPoint Lessons PDF Worksheets
	Spring 2	Emotional Wellbeing Smoking, alcohol and drugs	
Year 10	Autumn 1	RE – Issues with relationships including marriage and divorce across the religions.	PowerPoint Lessons PDF Worksheets STI Blue Teaching Kit Truetube video
	Autumn 2	Decision making and coercion. Unhealthy relationships	
	Spring 1	Pornography, Body image and confidence FGM LGBTQ+ and gender identity When contraception fails Contraception STI's	
	Summer 2	Mental Health Impact of social media on the quality of life	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Autumn 1 Autumn 2          Spring 2	Respectful Relationships and consent Types of contraception and condom demonstration Teenage Sex FGM Anatomy and physiology Respectful relationships Being safe Smoking, alcohol and drugs. Suicide, self-harm and eating disorders. LGBTQ+	PowerPoint Lessons PDF Worksheets Truetube video
Year 12 and 13	Spring	Pornography and it's impacts on society Fertility and what impacts it Importance of sexual health Revisiting contraception and STI's Menstral charting and your body	

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parent/carers with respect to raising of children, including the characteristics of successful parent/carering</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> <li>• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online</li> <li>• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

Topic	Students Should know
Mental Wellbeing	<ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing concerns.</li> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> <li>• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
Physical Health, Fitness and Healthy Eating	<ul style="list-style-type: none"> <li>• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>• About the science relating to blood, organ and stem cell donation.</li> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> <li>• About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• The benefits of regular self-examination and screening (late secondary)</li> <li>• The facts and science relating to immunisation and vaccination.</li> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> <li>• Key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• The main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

Topic	Students Should know
Basic First Aid	<ul style="list-style-type: none"> <li>• Basic treatment for common injuries.</li> <li>• Life-saving skills, including how to administer CPR</li> <li>• The purpose of defibrillators and when one might be needed</li> </ul>
Drugs Alcohol and Tobacco	<ul style="list-style-type: none"> <li>• The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• The law relating to the supply and possession of illegal substances.</li> <li>• The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• The physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>



