

Sex, Relationships & Health Education Policy



Policy Title	Sex, Relationships & Health Education Policy
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Policy Review Date	October 2024
Summary of changes	None

Summary:

This document defines the policy that the Governing Body has adopted for the delivery of Sex and Relationships Education.

Principles

Sex and relationships education (SRE) involves lifelong learning about physical, moral and emotional development within the context of PSHE and Citizenship programmes. It prepares young people for the opportunities, responsibilities and experiences of adult life. It fosters an understanding of the importance of stable and loving relationships. It involves learning about sex, sexuality and sexual health. It is not concerned with the promotion of particular sexual orientations or family structures, nor of sexual activity.

SRE helps young people to respect themselves and others, and to move confidently from childhood through adolescence and into adulthood. SRE encourages young people to understand the benefits to be gained by a delay in becoming sexually active.

Aims

Our SRE programme will help students to develop:

- Self-worth and self-awareness
- The skills needed to establish successful relationships
- An understanding of their own rights, as well as those of others
- The ability to express how they feel
- The ability and confidence to make informed choices

- The ability to keep themselves and other people safe
- An understanding of their own and others' values and beliefs
- A critical eye for the messages they receive from the media
- A positive attitude towards the ways in which people can be different to each other
- A positive attitude to their own bodies
- The confidence and skills to access help and support.

Consultation

This policy has been based on the DfE guidance document 'Relationships education, relationships and sex education (RSE) and health education' 2019.

Statutory requirements

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

Roles and responsibilities

The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE

- Monitoring progress
- Responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Parents

Parents have a key role in educating their children about sex, relationships and growing up.

Parents have the right to withdraw their children from the SRE programme, except for those aspects covered by the National Curriculum for science. Those parents wishing to exercise this right should, in the first instance, contact the Head of PSHE to discuss the matter.

Confidentiality

The issues raised by SRE lessons may result in a student disclosing that they are involved in sexual activity, or that they have been the victim of abuse. In these circumstances it is vital that teachers are clear that, while always acting in the best interests of the student, they cannot maintain confidentiality and must share their concerns with the Academy's designated Safeguarding Lead. Whenever it is appropriate the Academy will encourage students to share the issues raised with their parents. Safeguarding Children.

Monitoring and Review

The governing body will review the policy at least every three years and in light of government policy.

The views of parents will be sought annually, and will be used to review this policy and the SRE curriculum.

A member of the Academy's senior leadership team is responsible for monitoring the standards of teaching and learning of SRE. SRE will be considered when PSHE is the subject of the Academy's quality assurance procedures.

Teaching Strategies and Curriculum Map

As with all subjects we will ensure that appropriate support is given to students in SRE lessons, and that lessons are differentiated as appropriate to meet individual needs.

Our students can develop confidence in talking, listening and reflecting about SRE through teachers:

- **Establishing appropriate ground rules.** Students should not be expected to answer personal questions, nor be forced to take part in discussion. Body parts are to be referred to by their correct names.
- **Using distancing techniques.** Discussion should be kept impersonal to avoid embarrassment and protect the privacy of teachers and students.
- **Knowing how to deal with unexpected questions.** Questions from students that are too explicit or inappropriate for the whole class should be acknowledged as such, and attended to later on an individual basis. If a teacher does not know the answer to a question, this should be acknowledged and returned to later after research.
- **Encouraging reflection.** Questioning by teachers should encourage students to consolidate what they have learnt and to foster new understanding, skills and attitudes.

The statutory guidance is comprehensively covered by learning opportunities for each key stage across three core themes: 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World'.

Personal, Social, Health and Economic (PSHE) Education has now been part of the National Curriculum for over 10 years, and is intended to support pupils' learning and personal development. PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE education encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. Each student at Sybil Andrews Academy follows a PSHE education programme which is delivered during PSHE lessons, with some topics being covered as part of the RPE and Citizenship programme of study. PSHE education programme of study covered throughout key stages 3 & 4:

Curriculum Map - PSHE

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Topic	Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
Assessment	Learning Journals Workbook page	Learning Journals Workbook page	Learning Journals Workbook page	Learning Journals Workbook page	Learning Journals Workbook page	Learning Journals Workbook page

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Topic	Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, race and religion, prejudice, LGBT+ bullying	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Assessment	Learning Journals Workbook page	Learning Journals Workbook page	Learning Journals Workbook page	Learning Journals Workbook page	Learning Journals Workbook page	Learning Journals Workbook page

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Topic	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes
Assessment	Learning Journals Workbook page	Learning Journals Workbook page	Learning Journals Workbook page	Learning Journals Workbook page	Learning Journals Workbook page	Learning Journals Workbook page

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Topic	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals	Improving health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumour-mongering, abuse in teenage relationships. Legislation, support and advice	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.
Assessment	Learning Journals Workbook page	Learning Journals Workbook page	Learning Journals Workbook page	Learning Journals Workbook page	Learning Journals Workbook page	Learning Journals Workbook page

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Theme	Being me in my World	Dreams and Goals	Healthy Me	Relationships		
Topic	<p>Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality</p>	<p>Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.</p>	<p>Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe</p>	<p>Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support</p>	Exam Focus	Exam Focus
Assessment	<p>Learning Journals Workbook page</p>	<p>Learning Journals Workbook page</p>	<p>Learning Journals Workbook page</p>	<p>Learning Journals Workbook page</p>		