

Sex, Relationships & Health Education Policy

Policy Title	Sex, Relationships & Health Education Policy
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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.

Links to Other Policies

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'.

★ The star symbol represents topics within all the core themes that explicitly cover content within relationships and sex education.

	Autumn 1 Health and wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health and wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition to secondary school★ Diet, exercise and how to make healthy choices	Enterprise skills and introduction to careers Challenging career stereotypes and raising aspirations. ★	Diversity, prejudice and bullying, including cyber bullying★ Managing on- and off-line friendships	The risk of alcohol, tobacco and other substances Exploring family life ★	Self-esteem, romance and friendships★ Managing puberty and the issue of unwanted contact ★ and FGM	Making ethical financial decisions Saving, spending and budgeting our money.
Year 8	First aid and personal safety, focusing on road safety Alcohol and drug misuse and managing peer influence ★	Rights and responsibilities in the community Tackling age and disability discrimination	Tackling racism and religious discrimination, promoting human rights Online safety and digital literacy★	Mental health and emotional wellbeing, including body image Managing change and loss ★	Introduction to sexuality and consent ★ Introduction to contraception including condom and the pill★	Evaluating value for money in services Risks and consequences making financial decisions
Year 9	Peer pressure, assertiveness and risk, gang crime★	Understanding careers and future aspirations	Managing conflict at home and the dangers of running away from★ home	Managing peer pressure in relation to illicit substances★	Healthy relationships and consent ★	Planning and carrying out an enterprise project



	Dieting, lifestyle balance and unhealthy coping strategies	Identifying learning strengths and setting goals as part of the GCSE options process	Tackling homophobia, transphobia and sexism ★	Assessing the risks of drug and alcohol abuse , and addiction	The risks of STI's sexting and pornography ★	Reflecting on learning skills development in KS3
Year 10	Introduction to independent learning , foundations of resilience Mental health and ill health, tackling stigma	Preparation for work experience/ CV builder ★ Evaluation of work experience and readiness for work	Understanding different families and learning parenting skill ★ Managing change, grief and bereavement ★	Exploring the influence of role models ★ Evaluating the social and emotional risks of drug use	Tackling relationship myths and expectations. ★ Managing romantic relationship challenges including break ups★	Understanding the causes and effects of debt Understanding the risks associated with gambling
Year 11	Promoting self-esteem and dealing with stress Learning revision skills to maximise potential	Understanding the college application process and plans beyond school Skills for employment and career progression	Personal values and assertive communications in relationships★ Tackling domestic abuse and forced marriage ★	Health and safety in independent contexts Taking responsibility for health choices	British values , human rights and community cohesion ★ Challenging extremism and radicalisation	