

Relationships, PSHE and Sex Education Policy



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| Policy Title | Sex, Relationships & Health Education Policy |
| Policy Created / Amended | October 2022 |
| Policy Ratified | February 2024 |
| Policy review cycle | 2 years |
| Policy Review Date | October 2024 |
| Summary of changes | January 2024 Merger of SMSC and Britishness policy with RSE policy. Renaming of policy to RSE Policy. |

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:

SMSC:

The Education Act (1996) sets education within the context of the spiritual, moral, cultural, mental and physical development of students. These dimensions underpin the curriculum and the ethos of the Academy. Their importance is reinforced by their place in the inspection framework for schools which derives its authority from the Education (Schools) Act, 1992. They apply not only to RE and collective worship but to every area of the curriculum. The Academy recognises it must take opportunities which exist in the curriculum to develop students' spiritual, moral, social and cultural awareness.

The academy is a community where students will find acceptance for themselves as unique individuals. However, students will gain cultural awareness, respect and tolerance of those of other faith backgrounds. The diversity of spiritual traditions will be recognised, and students will be given the opportunity explore alternative views.

Students will be encouraged to explore and develop their own values and beliefs, spiritual awareness, along with high standards of personal behaviour. Sybil Andrews Academy will place a strong emphasis on building positive, caring attitudes towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families. The school community will be a place where students will learn to differentiate between right and wrong in as far as their actions affect other people. Students should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

The five general aims SMSC at the Academy are to:

- ensure that Social, Moral, Spiritual and Cultural issues are embedded throughout the school curriculum in a consistent way.
- give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- enable students to develop an understanding of their individual and group identity.
- provide students the opportunity to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

1.1. Spiritual Development

The potential for spiritual development is open to everyone and need not be confined to the development of religious beliefs or conversion to a particular faith. The term needs to be seen as applying to something fundamental in the human condition which is not necessarily experienced through the physical senses and/or expressed through everyday language, Spiritual growth is concerned with:

- i. assisting students to develop personal and shared beliefs;
- ii. recognising the wonders and mysteries of the natural world which may lead to questions about the existence of a divine creator;
- iii. recognising human achievements and exploring the possibility that inner resources can help people to deal with everyday experiences;
- iv. the search for meaning and purpose in life;
- v. recognising and valuing one's own worth and that of others;
- vi. creativity and the expression of thoughts and feelings through art, music, literature, human movement and crafts;
- vii. exercising imagination, intuition and insight;
- viii. appreciating or being moved by beauty or kindness;
- ix. an awareness of when it is important to control emotions and when it is appropriate to express them;
- x. self-knowledge.

The Academy will encourage students to: recognise the existence of others as independent from themselves; reflect on experiences; question and explore the meaning of experiences; evaluate a range of possible responses and interpretations; and develop and apply personal views and insights.

1.2. Moral Development

Personal morality combines the beliefs and values of individuals, those of the social, cultural and religious groups to which people belong and the laws and customs of the wider society.

The Academy will encourage students to: tell the truth; keep promises; respect the rights and property of others; act considerately towards others; help those less fortunate than themselves; take responsibility for their own actions; and exercise self-discipline. The Academy will reject: bullying; cheating; deceit; cruelty; irresponsibility; and dishonesty.

Ideally, students should understand the value of rules and act upon them out of conviction, rather than from fear of getting into trouble.

1.3. Cultural Development

The Academy is committed to preparing students to develop an empathetic understanding of aspects of their own and other cultural environments, be these religious, social, aesthetic or ethnic. The Academy aims to counteract bias and appreciate, value and celebrate the achievements of others and to prepare students for life in a multicultural society. It is recognised that students must experience other cultures in order to understand them fully. Where the local cultural environment does not offer a sufficiently broad experience the Academy is committed to providing opportunities not only through the curriculum, but also

through educational visits at home and abroad and in-school events led by different cultural groups.

1.4. Social Development

The Academy is committed to working with the home and the community to prepare students for relating to others in different social settings, taking responsibility, exercising initiative, working effectively in groups and participating co-operatively and productively in the Academy and the wider community. The Academy is further committed to promoting an empathetic understanding of how societies function and are organised in structures such as the family, the school and local and wider communities.

It is the function of all curriculum areas to contribute to the students' social development supported by experience in Academy clubs, societies and teams, and through educational visits and in-school events. Students will be encouraged to use their talents to compete in a fair and generous manner, appreciating the ability of others, showing determination and team spirit.

2. ROLES AND RESPONSIBILITIES

It is the responsibility of the Governing Body to establish a policy and procedure for spiritual, moral, social and cultural education and to monitor the effects of the procedure.

It is the responsibility of the Leadership Team to promote an ethos and to make arrangements for the curriculum which help with the spiritual, moral, social and cultural development of students.

It is the responsibility of all staff to familiarise themselves, and comply, with this policy and procedure in accordance with relevant professional standards.

3. IMPLEMENTATION

To promote the spiritual, moral, social and cultural development of each member of the Academy community, the Academy will:

a) Develop the school environment by:

- making the Academy a place of welcome for all visitors;
- maintaining and improving grounds;
- creating areas and times of silence;
- celebrating achievement through the display of work; and
- ensuring that play and leisure areas encourage and promote co-operative behaviour.

b) Enable the whole curriculum to be a vehicle for spiritual, moral, social and cultural development by:

- presenting positive images of regions, countries, faiths and cultures from around the world and challenging stereotypes;
- ensuring that subjects like RE, English and Art include space for personal reflection;
- taking opportunities to reflect on events in all areas of the curriculum, especially those which may involve a sense of awe, wonder or mystery;
- encouraging students to see a pattern and purpose in life;
- promoting aesthetic awareness;
- being sensitive to the scope of human achievement;
- providing opportunities for students to engage in activities of discovery and exploration;
- ensuring achievement and effort are celebrated and self-esteem enhanced;
- assisting students in the pursuit of truth and excellence;
- providing opportunities to search for meaning and coherence in experience;
- exploring the connection between personal philosophy and behaviour; and
- continuing to plan for and provide in-Academy events and educational visits which afford students the opportunity to understand both their own and other cultures and societies.

c) Build structures that encourage spiritual, moral, social and cultural development by:

- giving students opportunity to exercise responsibility and initiative;
- implementing discipline strategies that emphasise and reward positive behaviour;
- ensuring that sanctions allow students to take responsibility for their behaviour, while balancing this with the need for forgiveness and reconciliation, rather than judgement and recrimination;
- encouraging teamwork and co-operation and emphasising that achievement and success should not be attained at the expense of others;
- encouraging competition based on mutual respect;
- instituting procedures that emphasise the equality and dignity of each person and combating intolerant attitudes manifested in bullying, racism, sexism and violence; and
- enabling students to recognise the inter-dependence of human beings through work for charity and in community programmes.

d) Establish and maintain an ethos to encourage spiritual, moral, social and cultural development by:

- setting an example of justice, fairness, truth and respect in dealings between members of staff and between staff and students;
- avoiding the use of language and other modes of expression which tend to denigrate others;
- encouraging tolerance and a willingness to listen to and value difference of opinion;
- valuing courtesy and consideration for others;

- making available facilities for individual support, guidance and counselling where needed;
- involving students in developing the Code of Conduct; and
- developing appropriate courses and curriculum in PSHE and RSE

SMSC in the Curriculum

All curriculum areas have a contribution to the student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

Britishness at Sybil Andrews Academy

Introduction

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as "Britishness". Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

What is "Britishness?" - British values are defined as:

- Respect for democracy and support for participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Individual Liberty Support and respect for the liberties of all within the law
- Respect for, and tolerance of, different faiths and religious and other beliefs What does 'Actively promote' mean?
- Focus on, and show how, the school's work is effective in securing these values
- Challenging students and parents who express opinions contrary to British values How is Britishness promoted at Sybil Andrews Academy?
- Through tutor time topics
- Through assemblies
- Through student leadership (The School Council)
- Curriculum links
- Schemes of learning
- Educational visits

Aims

At Sybil Andrews Academy – and in line with the individual students' capacity to understand the concepts and ideas – we aim to re-enforce:

1. Democracy:

- Provide students with a broad general knowledge of, and promote respect for, public institutions and services
- Teach students how they can influence decision-making through the democratic process
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage students to become involved in decision-making processes and ensure they are listened to in school
- Help students learn how to argue and defend points of view
- Help students to express their views
- Teach students how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

2. Rule of law:

- Ensure school rules and expectations are clear and fair
- Help students to distinguish right from wrong
- Help students to respect the law and the basis on which it is made
- Help students to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum
- Teach students aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative justice approaches to resolve conflicts

3. Individual liberty:

- Support students to develop their self-knowledge, self-esteem and self- confidence
- Encourage students to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through student participation, while ensuring protection of vulnerable students and promoting critical analysis of evidence

- Challenge stereotypes
- Implement a strong anti-bullying culture
- Students, parents and staff views are valued and sought, all students are made aware, where possible of others needs and how to support each other.

4. Respect and tolerance:

- Promote respect for individual differences
- Help students to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers
- Students are encouraged to celebrate diversity, recognise their own and others strengths, encounter, celebrate and appreciate difference

Britishness in our curriculum

The Academy is very supportive of the ethos of promoting British Values, and preparing our students for success in a modern Britain. These are all values and qualities that we feel are relevant in order to play a full and meaningful role in society, and are promoted through our curriculum.

Curriculum Map - PSHE

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| 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 |

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| 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. |

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| 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 |
|---------|---|---|--|---|------------|------------|
| Theme | Being me in my World | Dreams and Goals | Healthy Me | Relationships | | |
| Topic | 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 | 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 | Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and | 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, | Exam Focus | Exam Focus |

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| | health, misuse of power, campaigning for equality | goals, parenting skills and challenges, resilience, what to do when things go wrong. | myths, identifying a range of health risks and strategies for staying safe | "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 | | |
| Assessment | Learning Journals Workbook page | Learning Journals Workbook page | Learning Journals Workbook page | Learning Journals Workbook page | | |