



**ALL SAINTS**  
Multi Academy Trust

# Relationships & Sex Education (RSE) Policy

<b>Review Period</b>	Two-yearly
<b>Person Responsible for Policy</b>	Headteachers/Heads of School
<b>Governing Committee</b>	Trust Finance & Business Committee
<b>Date of Trustee Approval</b>	December 2019
<b>Date for Review</b>	December 2021

## **Introduction**

Learning about sexuality and relationships is a lifelong process and the Academies of St Nicholas and St Francis of Assisi recognise that parents are the key figures in helping their children to cope with the emotional and physical aspects of growing up and the challenges and responsibilities which sexual maturity bring. The Academies offer units of Sex & Relationship Education (SRE) as an integral part of a broad and balanced PD programme and within the Science National Curriculum. SRE is delivered in a balanced and sensitive manner, within a moral and caring framework. This is intended to complement and support the role of parents.

## **Rationale**

The governors intend that its principal achievements will be:

- To state the aims and objectives of the school's sex education programme;
- To set the programme within the context of moral values which are at the heart of Christian Education.
- To enhance co-operation with parents, our associated primary schools and the wider Christian community;
- To provide a summary outline of the context of the sex education programme at each stage and an indication of the method of its delivery;
- To comply with the requirements of the Education Act 1993 and Circular 4/94 having particular regard to parents' rights to withdraw their children from sex education.

## **Aims**

- Sex education in the academies within the Trust has as its aims:
- To contribute to the personal, moral, emotional, social and spiritual development of all students.
- To ensure that all students have the knowledge and understanding to make confident decisions within a framework of Christian values as held and agreed by the Catholic & Church of England Diocese.
- To prepare all students to be able to accept their own and others' sexuality in positive ways and to enjoy relationships based on mutual respect, dignity and responsibility.

## **Objectives**

- To have an awareness of the differing levels of knowledge and understanding among the students so that their concerns can be identified.
- To engender growth in self-respect and self-worth, recognising that each of us is created in the image of God.
- To explore the sanctity and value of life, and give an appreciation of the values of a family life.
- To enable students to have an understanding that love is central and the basis of meaningful relationships.
- To enable students to have some understanding of themselves, their own bodies and their emotional development as they grow and change.
- To encourage students to be aware of their attitudes and values and have a sense of responsibility for themselves.
- To enable students to reflect on their relationships and recognise the qualities that help relationships to grow and develop positively.
- To have an understanding of and to give sensitive consideration to the beliefs, values and cultures of others.
- To provide a forum where students can share their concerns and offer a climate of support where they will be listened to sensitively.
- To correct mis-information.
- To explain the process of human procreation.
- To enable students to recognise the importance of the choices they make and that they are responsible for the decisions they take.
- To help students resist peer, social and media pressures where necessary.

- To help students develop their critical faculties and be aware of the diverse values conveyed by the media in relation to self-image and sexuality.
- To give students the opportunity to recognise the implications of drug and alcohol abuse.
- To fully emphasise the teaching of the Catholic Church & Church of England on the Sacrament of Marriage.

### **Organisation**

The programme will be delivered mainly through the curriculum areas of RE, Science and Personal Development (PD). For RE and Science this will happen within the normal teaching groups.

### **Responsibility**

Ultimate responsibility for the sex education policy lies with the governors. The Heads of RE and Science, together with the PD Co-ordinator, will be responsible for delivery of the programme within each academy and the Assistant Headteacher (Curriculum) will have overall responsibility.

### **Methodology**

Methodology and approach will be determined by individual teachers. However, the Academies will give advice and training wherever there is a perceived need or request.

### **Monitoring and Review**

The successful delivery of the programme will be monitored and reviewed annually by the Sex Education Policy Group. Criteria and methods of review will be decided each year by the group. Part of this process of monitoring and review will include liaison with our partnership primary schools in order to establish continuity within a developmental programme. The group will also consult parents with the frequency and in the manner deemed most appropriate. Each year parents will be given information about that part of the sex education programme that will affect their child. This will also involve quality assurance of curriculum delivery (Learning Walks/Work Scrutiny) staff and student voice.

### **Definitions: what is sex & relationship education?**

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships for family life (both within and outside of marriage), respect and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. This would be considered inappropriate teaching.

It has three main elements:

#### **Attitudes and Values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

#### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

#### **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

The process of SRE is a combination of the sharing of information and the exploration of ideas and attitudes. Specific objectives of lessons, at appropriate stages, will include the following:

- To respond sensitively to the students' age, maturity and stage of development.
- To discover what students know, understand, think and feel and to identify their needs.
- To provide accurate, factual information that correct false assumptions, myths and folklore.
- To encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary and by encouraging positive attitudes to bodily functions.
- To provide reassurance that change is part of the life cycle and to give help in adjusting to these changes.
- To generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment.
- To help students recognise the role of intimacy and sexual activity in a loving, caring relationship.
- To help students recognise the differences in the nature of male and female sexuality.
- To help students to appreciate the value of family life, the implications of parenthood and the needs of the very young.
- To help students to understand and respect the varied cultural and religious influences on individual sexuality;
- To develop the students' skills in personal relationships, for example, communication, respect, assertiveness.
- To develop the students' skills in decision making.
- To help young people to affirm their right to be able to resist unwanted touch or advances and to communicate about such matters.
- To develop awareness of sexual identity, to challenge sexism and prejudice in society and to promote equal opportunities.
- To be able to discuss issues such as sexual harassment and the effects on individuals.
- To develop students' understanding of the risks and responsibilities of sexual behaviour and to provide them with the information and skills to keep themselves safe.
- To provide awareness of sources of help and encourage students to seek advice on individual issues.

### **Morality and values**

Morals and values are essential dimensions of sexuality and relationships. Indeed, there is a moral dimension to every aspect of human life.

Caring adults, whether parents, governors or teachers are naturally concerned about the moral values of the young. How, then, do we best influence the morality of the next generation?

By example, not by exhortation.

By reasoned discussion and values clarification, not by instruction.

We cannot force or oblige people to 'be good'. People develop their own morality; they test their core values and beliefs against their experience. By this, they develop, own and implement their personal moral code.

### **Organisation of sex & relationships education**

SRE is an important area of the curriculum in the Trust. It forms a discrete element of the Science and PD curriculum.

### **Development and refinement of Policy:**

The policy was written in accordance to DFE guidelines by the Headteachers, SLTs and the Academy Chaplains. Feedback was sought from parents during the development and publication of the policy. The policy will be reviewed annually.

### **Curriculum Content:**

#### **KS3**

The factual information will be covered predominantly in Science and PD. PD lessons will explore the moral and ethical content in greater detail in an age appropriate nature across the key stage. This will be done with regard to the moral and emotional context. This will be delivered for one half-term (3 Lessons) each year in KS3.

For content overview see Appendix 1.

#### **KS4**

The focus of SRE is targeted upon increasing student awareness of attitudes and values, personal and social skills and knowledge and understanding in relation to this part of the curriculum in order to prepare them for making informed decisions about relationships and the place of sexual activity within these. SRE is delivered via the Science, PD & RE curriculum, with sessions also delivered by form tutors. Specialist external agencies are also involved in delivering sessions at the academies, for example: Sexual Health talks, discussions and theatre or drama presentations on related topics and issues. This will be done with regard to the moral and emotional context. This will be delivered for one half-term (3 Lessons) each year in KS3.

For content overview see Appendix 2.

#### **KS5**

SRE will be covered at KS5 throughout the PD programme. Students will be given issues to discuss in relation to their everyday life. They also look to future issues that may arise in the world of higher education or work.

All content will be delivered in a carousel of personal development and enrichments for a 5 week block during Year 12 of 13 this academic year. Next year forward all content will be delivered in year 12.

For content overview see Appendix 3.

### **Cross-curricular implications**

Health Education is a cross-curricular theme and matters relating to sex education may occur in other areas of the curriculum. It is inevitable in secondary academies that the teaching of apparently unrelated subjects (e.g. English, Religious Education) will occasionally lead to a discussion of aspects of sexual behaviour, family life, relationships and abortion. Such discussion will not formally constitute part of the Sex & Relationships Education Programme. However, all teachers at the academies in the Trust will follow the guidelines provided for staff contained in this Policy for dealing with such issues as and when they arise. The Academies are confident that staff will draw upon their professional judgement and common sense in these circumstances.

### **Parental rights to withdraw their children from sex education**

Although the Academies hope that all parents will allow their children to participate in sex education, those parents who are unable to give such permission should write to the Headteacher/Head of School stating that they wish their children to be withdrawn either from all or part of the sex education which falls outside the statutory requirements of the Science curriculum. Parents may inform the Headteacher/Head of School of their reasons. Parents cannot withdraw their children from any part of sex education taught in the National Curriculum. A list of these students will be supplied to all teachers.

## **Appendix 1: Key Stage 3 SRE Overview**

### **Year 7**

#### **Lesson 1: Puberty**

This session explores the physical, emotional and social changes that occur during puberty, and the different ways we can cope with these changes.

#### **Lesson 2: Love and Relationships**

This session explores the different ways that people might express love for another person, including in a friendship, family or romantic relationship. It also explores characteristics of healthy and unhealthy relationships – including the nuances of friendships, dating and marriage relationships.

#### **Lesson 3: Love and Relationships (cont.)**

This session explores healthy communication within a relationship, including how to deal with conflict and how to communicate our feelings. It also includes Q&A time.

### **Year 8**

#### **Lesson 1: Body Image and Media**

This session explores some of the negative messages that we get from the media, particularly in relation to body image. It challenges the media's perception of beauty, and explores some of the extreme effects including Eating Disorders.

#### **Lesson 2: Relationships and Sex in the Media**

This session explores how relationships and sex are portrayed in the media, particularly in pornography, as an extreme form of media. It emphasises the unrealistic and addictive nature of pornography, and identifies better sources of information about sex and relationships.

#### **Lesson 3: Social Media and Comparisons**

This session explores some of the positives and negatives of social media, particularly focusing on the way it promotes negative comparison between people and the often unrealistic/fake nature of social media. It advises students on how to avoid comparison. It also includes Q&A time.

### **Year 9**

#### **Lesson 1: Healthy Relationships and Sex**

This session explores what a relationship is and explores the differences between healthy and unhealthy relationships. It also explores what the students already understand about sex, including challenging some of the myths they may have heard.

#### **Lesson 2: Sex and Consent**

This session discusses some of the different reasons why two people might have sex and the importance of consent in a physical relationship. It also encourages students to think about their personal boundaries and how to stick to them in a romantic relationship.

#### **Lesson 3: Abusive Relationships**

This session identifies characteristics of an abusive relationship and how to recognise the different forms that abuse can take. It advises students on how to seek help if they or a friend are in this situation. It also includes Q&A time.

## **Appendix 2: Key Stage 4 SRE Overview**

### **Year 10**

#### **Lesson 1: Family Life**

This session explores the hopes and dreams students have for their future families and the different family values we all hold, both positive and negative. It looks at what is involved in building a healthy and stable family life.

#### **Lesson 2: Contraception**

This session looks at the meaning of contraception and the role it can have in family planning and public health. It explores the different types of contraceptives that exist and how they work as well as how and when a conversation about contraception should happen in a relationship.

#### **Lesson 3: Sexually Transmitted Infections**

This session explores the different STIs that exist, how they are spread, their symptoms and, most importantly, ways to prevent STIs (including abstinence as the safest option). It also includes Q&A time.

### **Year 11**

#### **Lesson 1: Pregnancy**

This session looks at the stages of pregnancy and foetal development and explores ethical questions in relation to pregnancy. It also looks at the impact of unplanned or teenage pregnancy and how to prevent this.

#### **Lesson 2: Diversity**

This session looks at the diversity that exists within human expressions of sexuality, including those who identify as LGBTQ+. It also explores the impact of labelling and the reality of discrimination for those with minority sexual orientations.

#### **Lesson 3: Gender**

This session looks at the differences between gender and sex and the factors that influence our gender expression. It also opens a discussion on gender stereotypes, gender roles and gender identity (including transgenderism).

## **Appendix 3: Key Stage 5 SRE Overview of topics**

### **1. Communication and Conflict**

Effective communication within healthy relationships and the resolution of conflict.

### **2. Healthy and unhealthy relationships**

Identifying characteristics of healthy and unhealthy relationships including abusive relationships and how pornography depicts abuse. Coverage will also include how to seek advice and help.

### **3. Consent and Boundaries**

Using real life scenarios this topic reviews both legal, moral and ethical issues revolving around consent, boundaries and the establishment of healthy relationships.

### **4. Responsibility and Sexual Health**

This topic reviews issues on sexual health including contraception and Sexually Transmitted Infections. It also explores how individuals have a personal responsibility to ensure they make healthy decisions for themselves and the ones they care for.

### **5. Sexuality and Diversity**

This topic is a reflection on individual sexuality and the impact of societal norms. It considers individuals who identify as LGBTQ+ and the impact of discrimination and labelling.

## **Aim of the Course**

The aim of this course is to equip students in Y12 (age 16-17) with the knowledge and confidence to make healthy, informed decisions about Relationships and Sex. They will have the opportunity to learn some of the laws and science relating to Relationships and Sex, consider carefully their own views and morals relating to this topic, discuss similar and differing views (including the various views held by Christians), and gain confidence to make decisions that are healthy and appropriate for themselves.

## **Age Appropriateness**

At 16+, all the students attending this course are over the legal age of consent for sexual relationships and for marriage (with parental consent). We know that some of them are sexually active whilst others are not, or choose not to be. We also know that many of them have received little or no RSE up until this point and it is therefore paramount that they are informed and equipped with the knowledge and confidence to make healthy decisions for themselves.

## **Education-Based RSE**

Whilst we believe (and research supports this) that delaying sex is a positive choice for young people, and should be encouraged, research also clearly shows that abstinence-based education is counter-productive in encouraging this delay. Therefore, we believe in education-based RSE, which will serve the students into adulthood and provide them with a strong foundation of knowledge and moral decision-making.

Information about sex and relationships is readily available on the internet now, but it is highly unregulated and often incorrect or even malicious. Therefore, we want students to feel able to come to Academy staff and other trusted adults *first* with their questions and curiosities. If a student has a question, we do not want

to shy away from answering it (in an age-appropriate way) because they will only Google it otherwise, which could be damaging.

### **Faith Perspective**

As Christian schools, and as the RSE is led by our Chaplains, we will always encourage students to think about Christian perspectives on Sex and Relationships – for example, why many people choose to wait until they are married to have sex and that this is a choice open to all. The majority of our students are not practising Christians and therefore not expected to follow these morals for *faith* reasons, but may still choose to for logical/health reasons. We will also discuss how, even amongst Christians, there are a wide range of views on topics such as contraception, and that this is a choice they must make themselves. It is vital, therefore, that they are properly informed about what contraception is, how it works, and the pros and cons of each type, so that they can make informed decisions for their own health and the health of others.