



Relationship and Sexual Education Policy

<u>DATE POLICY WRITTEN:</u>	<u>October 2019</u>
<u>GOVERNOR RATIFICATION DATE:</u>	<u>5th December 2019</u>
<u>DATE OF REVIEW:</u>	<u>October 2020</u>

Aims of this Policy

In line with Springwell Alternative Academy's golden threads, we aim to prepare students for adult life. To that end we believe that sex education should provide knowledge about appropriate loving relationships, the nature of sexuality and the process of human reproduction. It should lead to the acquisition of understanding and attitudes which prepare students to view their relationships in a responsible and healthy manner and to develop the necessary skills to allow them to fulfil those relationships. Within this framework, and with an awareness of the law on sexual behaviour, fact will be presented in a balanced, objective and sensitive manner appropriate to the age, prior experiences and background of the individuals in our care.

Moral and Values Framework

This policy acknowledges that the prime responsibility for bringing up children rests with parents. Teaching offered by Springwell will be supportive to the parental role and will have regard to the views of parents in the formulation of the specific programme. Sex Education will be delivered within a framework which encourages an appreciation of the value of family life, marriage and the responsibilities of parenthood. Students will be encouraged to consider the importance of self-restraint, respect for themselves and others, loyalty and fidelity. They should be enabled to recognise the physical, moral and emotional implications and indeed the risks of certain types of behaviour.

What is RSE?

It is the lifelong learning about physical, moral and emotional development. It is about the understanding of the physical aspects of growing up, importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, human sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching. In addition, the lessons will develop the essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line.

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, marriage and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas & 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
- learning how to 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, the benefits to be gained from such delay, and
- avoidance of unplanned pregnancy.

Content of RSE programme

As an outline the following aspects will be covered in our programme through the delivery of PSHE, part of the Science curriculum and through safeguarding so that at an appropriate time in their Springwell journey pupils will learn about:

- changes and development in the body/physiology
- emotional development
- puberty
- friendships
- dating
- gender roles
- sexual aspects of culture/religion
- sexual relationships and personal decisions
- marriage, commitments, the family
- loving, caring, tolerance and restraint
- making and breaking relationships
- assertiveness in relationships
- conception
- childbirth
- contraception
- abortion
- STDs
- HIV/AIDS.
- sexting
- issues surrounding pornography including revenge pornography

It is likely that the current use of outside agencies to give talks to children on aspects of growing up will continue to be an integral part of the programme. Only staff who have received training and feel comfortable with the delivery of sex and relationship education will teach this subject.

‘Sexting’

Children and young people are growing up in a culture where technology and social media are important and have created more opportunity for sharing personal information. RSE will encourage pupils to think about what they want others to know about them – whether on or offline.

Sexting, selfies, nudes and fanpics will be covered in the RSE programme, addressing privacy and boundaries in the context of personal safety and abuse. The teaching will cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour and how to seek help. This will be covered at age appropriate stages and at an accessible level for that particular age group.

Issues surrounding pornography

This will address some of the issues surrounding pornography, and emphasise that pornography is not the best way to learn about RSE, as it does not reflect real life, which can be worrying, confusing and frightening for young people. It will also build on the early learning regarding relationships and consent.

Students will focus on negotiation and assertiveness skills, the importance of communication in relationships, analysing the stereotyping in some media images, peer influence in young people's lives, and the importance of not pressurising or coercing partners to look at or imitate pornography, and the skills to resist unwanted pressure.

Pornographic images will not be shown to the pupils, and staff will not use pornography to inform their planning

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How is RSE monitored and evaluated?

The teachers' delivery of RSE is monitored as part of an Academy's policy on monitoring the quality of teaching and learning in the classroom. Teachers are encouraged to help students reflect on their learning through discussion at appropriate points during the delivery of RSE. This helps them identify areas where students may need to address issues in more depth or require additional information.

Specific Issue Statements

Equal Opportunities

RSE will be delivered within the framework of our Equal Opportunities Policy. Teaching is accessible to all children and young people including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect, enabling schools to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Contraceptive "advice"

Although contraception will be part of the Sex and Relationship Education programme and discussed in class or group forum, no "advice" will be given to individuals in Years 7 – 11 without the express permission of parents/carers.

Child sexual abuse procedures

All child protection issues are dealt with as described in Springwell Alternative Academy's Child Protection Policy and are in keeping with the Local Authority guidelines.

Complaints procedures and the right of withdrawal

Complaints about any aspect of Sex and Relationship Education should be dealt with under each Academy's Complaints Procedure.

Whereas we acknowledge that under Section 241 of the 1993 Act, parents have the right to withdraw their children from any or all parts of this programme, RSE is imperative to provide a balance to sometimes distorted messages about sex and gender roles in the media, and helps protect children by explaining boundaries and safety, and developing language and understanding needed to recognise abusive behaviour and seek help. It also helps students develop respectful and consensual attitudes and behaviour.

However, the right to withdraw does not apply to those elements which are covered within Science lessons.

Procedures for the Involvement of Outside Agencies

Where it is considered appropriate, advice and input into the programme will be sought from relevant and suitable agencies. (See details within the Section "**Content of RSE programme.**")

However, outside visitors will only be used to enhance the teaching experience, rather than replace teacher led RSE.

The Springwell Alternative Academy also use visitors as an opportunity to make students aware of local support services available, and how these can be accessed.

All visitors are bound by the ours policy on confidentiality, regardless of whether they have – or their organisation has a different policy.