



# The Athelstan Trust

## Relationships, Sex and Health Policy (Sex Education)

### With Bradon Forest School Procedures

Date of Review	Approved by	Date of Approval	Next Review Date	Website
May 2020	Board	20 May 2020	May 2023	Yes

#### 1. Introduction

The Trust is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies. The Trust believes that RSHE is an important dimension of this statutory entitlement, and that it should be complementary to and supportive of the role of parents in educating their children about relationships and sexuality.

#### 2. AIMS OF RELATIONSHIPS, SEX AND HEALTH EDUCATION

The aim of Relationships, Sex and Health Education (RSHE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Our RSHE policy will provide clear progression from what is taught in the primary curriculum. We will build on the foundation of learning and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, pupils will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

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Teaching of RSHE at Bradon Forest School will enable pupils to:

- distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face;
- be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

### 3. DELIVERY OF RELATIONSHIPS, SEX AND HEALTH EDUCATION

Bradon Forest School acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

RSHE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by our wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSHE will sit within the context of our broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

The curriculum on health education will similarly complement and be supported by our education on healthy lifestyles through physical education, food technology, science and extra-curricular activities. The promotion of healthy living is also facilitated through Aspens Catering to ensure that pupils are able to make nutritional food choices throughout their time at Bradon Forest School.

We will deliver the content in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

The Subject Leader for Global Citizenship will work closely with colleagues in related curriculum areas to ensure RSHE programmes complement each other and do not duplicate, content covered in national curriculum subjects including science, ICT/computing, P.E, R.S.

#### i) Global Citizenship department: Delivery of Relationships, Sex and Health Education

The Global Citizenship Department is responsible for delivering modules on RSHE in Years 7-11. The classes are mixed ability. In Years 7-11 students have one Global Citizenship teacher for the year.

In Key stage 3 the following topics are covered:

- The characteristics of positive and healthy friendships
- Friendship problems and ways to improve and develop respectful friendships
- Bullying and cyberbullying – recognising when a friendship is not healthy or when friendships end
- Staying safe in the community
- Body image and eating disorders
- Personal hygiene (personal care and oral care)
- Making healthy choices – Nutrition and exercise
- Basic first aid skills
- The dangers of smoking, alcohol and drugs
- Different types of relationships
- Marriage and other commitments
- Relationship pressures
- Sex and the law
- Gender
- Sexuality

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- Child Sexual Exploitation, grooming and coercion
- Forced marriage and honour-based violence
- Female Genital Mutilation
- Sexually transmitted infections
- Fertility

In Key stage 4 the following topics are covered:

- Contraception and contraceptive advice
- Sexual health and fertility
- Healthy and unhealthy relationships
- The influence of alcohol, drugs and smoking on sexual health and behaviour
- Pornography
- Contraception
- Sexually transmitted infections
- Pregnancy and pregnancy related choices
- Sexual offences
- Consent

ii) Science Department: Delivery of Relationships, Sex and Health Education

Students are taught by:

In key stage 3 the following topics are covered:

Correct terminology for the parts of the body involved with sexual reproduction;

- Human reproductive systems unite male sex cells (sperm) and female sex cells (eggs) to produce a fertilised egg cell with genes from both parents;
- The fertilised egg cell divides repeatedly to produce an embryo/foetus and its life support system – the placenta;
- Conception and contraception (as a means of preventing conception);
- Changes during adolescence and puberty.

At GCSE the following topics are covered:

The key features of meiosis and mitosis, where used & difference between the two processes;

- Sexual and asexual reproduction - how sexual reproduction gives rise to variation;
- How sexual and some genetic diseases are inherited and transmitted in humans;
- Reasons for variation between human beings, both genetic and environmental, and the need to be understanding and tolerant about the differences in others without prejudice or discrimination.

iii) ICT and Computing Department: Delivery of Relationships, Sex and Health Education

During Key Stage 3 the following issues are covered:

How information and data is generated, collected, shared and used online;

- Pupils' rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online;
- Online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online;
- Not to provide material to others that they wouldn't want shared further, and not to share personal material which is sent to them;
- What to do and where to get support to report material or manage issues online

iv) P.E: Delivery of Relationships, Sex and Health Education

In key stage 3 and 4 the following topics are covered:

- associations between physical activity and mental wellbeing,
- what constitutes a healthy lifestyle
- maintaining a healthy weight, links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.

v) R.S: Delivery of Relationships, Sex and Health Education

During Key Stages 3 and 4 the following issues are covered:

- Methods of contraception (artificial, natural and permanent)

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- Abortion as a use of contraception
- Arrange marriages (Hinduism and Muslim culture)
- Forced marriages (Hinduism and Muslim culture)
- Purpose of marriage
- The significance of marriage services (Christianity, Hinduism and Sikhism)
- Alternatives to marriages (celibacy and civil partnership)
- Sex before marriage
- Adultery
- Heterosexual relationships
- Homosexual relationships
- Divorce
- Remarriage
- The importance of families (religious and non-religious ideas)
- How to be a good parent? (religious and non-religious ideas)
- IVF

Vi) DT: Delivery of Relationships, Sex and Health Education

During Key Stage 3 the following issues are covered:

- Principles of nutrition and health
- Healthy and varied diets
- making good food choices which can also be based on food provenance and seasonality

#### 4. PUPILS WITH SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND)

RSHE will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. We will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

#### 5. ROLES AND RESPONSIBILITIES

The Head teacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- The subjects are staffed and timetabled in a way to ensure that Bradon Forest school fulfils its legal obligations;
- The teaching of RSHE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;
- Bradon Forest School works with parents/carers when planning and delivering RSHE to pupils;
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

All staff will ensure that:

- Expectations are established with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times teaching will take place in the context of an explicit moral framework;
- All points of view they may express during the course of teaching RSHE are unbiased;
- They avoid any discussions which directly relate to their own personal sexual experience, orientation, religious belief or opinions (e.g. on controversial matters such as abortion) and ensure that pupils are made aware that people may hold different views and that it is the role of the teacher to present the information in such a way that they can confidently make up their own minds;
- They avoid a situation where a teacher and pupil are having a 'delicate discussion' alone, particularly if advice is sought;
- The teaching of RSHE is delivered in ways that are accessible to all pupils with SEND;
- The emphasis of teaching RSHE will always be the importance and understanding of personal relationships and the

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right of the individual to make informed choices;

- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSHE;
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give pupils personal advice on matters such as contraception or answer questions about something they feel insufficiently knowledgeable or confident;
- Where a pupil has embarked on a course of action likely to place them at risk, the member of staff will ensure that the pupil is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

Parents/Carers:

At Bradon Forest School we acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Therefore, we ask that parents/carers will be:

- Encouraged to contribute to the development of RSHE of their child;
- Able to discuss any concerns with appropriate staff at Bradon Forest School.

### 6. THE RIGHT TO BE EXCUSED FROM SEX EDUCATION

Under the new Department for Education guidelines regarding RSHE teaching from Sept2020 parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.

Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.

After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'

Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.' There is no right to withdraw from the national curriculum.

Where parents make a request for their child be withdrawn from some or all of sex education the school will require the Headteacher to discuss the request with the parent/ carer and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, we will respect the parents' request to withdraw.

### 7. MONITORING AND EVALUATION

RSHE will be monitored by the Subject Leader of Global Citizenship in collaboration with Curriculum Leaders of Science, ICT & Computing, P.E and R.S and will be overseen by the Leadership Team. The Curriculum Leader for Learning Support/SENCo will be consulted for those children with special educational needs.

A member of the Governors will have a link role between the school and the governing body.

This policy will be placed on the school website and full programmes of study are available on request to parents through the Headteacher and the Subject Leader of Global Citizenship.