

Eaton Bank Academy

Relationships and Sex Education Policy



Approved by SID 13th June 2022

Date of most recent Governors' review: 18th March 2024

Next Governors' review: March 2025

1. Aims

Relationships and Sex Education (RSE) is an educational entitlement for all children and young people. The purpose of RSE is to assist young people to prepare for adult life by supporting them through their emotional physical and moral development and helping them to understand themselves and respect others, and to form healthy sustainable relationships. RSE lessons are set within an ethos of the wider remit of character education within Eaton Bank Academy, that is: developing self-esteem, resilience, mental health and wellbeing and responsibility to themselves and others.

Thus, the aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory Requirements

The Relationships Education, Relationships, Sex Education and Health Education Regulations of 2019 state that Relationships and Sex Education and Health is compulsory in all schools providing secondary education, with the right of parents to withdraw their children upon request from Sex Education (see section 8). At Eaton Bank Academy we teach RSE as set out in this policy. For more detail please refer to [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

3. Policy Development

The Sex and Relationships Education Policy has been developed in accordance with the current requirements of the law, taking into account the Children Act 1989 and 2004 and the Education Act 1993 and 2002 and the Relationships Education, Relationships and Sex Education and Health Education (RSE) statutory guidance 2019. It has also been developed in accordance with the existing safeguarding policies and practices of Eaton Bank Academy.

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation
- Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed by appropriate stakeholders in line with the Trust's schedule and processes for reviewing policies.

4. Definition

RSE is the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, discussing and exploring issues and values and the laws associated with these topics. It is not about the promotion of sexual activity, particular lifestyles or choices, types of sexuality, expectations or beliefs.

5. Curriculum

We have developed the curriculum in consultation with parents, pupils, staff and curriculum specialists. At Eaton Bank Academy we have a commitment to ensure that our RSE programme is relevant to all students and is taught in a way that is age and stage appropriate. We also acknowledge the full spectrum of diversity and that our curriculum is relevant to and includes all young people. The RSE Curriculum forms an essential part of our wider Personal Development programme.

The main themes of the curriculum are to allow students to investigate and understand what healthy relationships are, including committed relationships and friendships and relationships online. It aims to explore healthy behaviours to enable students to make informed considered decisions on their lives. Thus, students should understand the positive effects that good relationships have on their mental health and how to identify and manage relationships that are not right for them. It also looks at sex and sexual health including contraception, sexuality, respect and consent ensures all students investigate and understand their rights and responsibilities including the laws pertaining to these issues, so that they can develop safe, fulfilling and healthy sexual relationships at the appropriate time.

The RSE curriculum at Eaton Bank Academy follows the content as laid out in the 2019 Relationships Education, Relationships and Sex Education and Health Education Regulations. Content is delivered in a staged and thematic approach, building upon content as the curriculum progresses from Year 7 to Year 13. Further information about the Curriculum journey can be found in the Curriculum Roadmap and Curriculum Intent documentation.

6. Delivery of RSE

RSE is primarily taught by EBA teaching staff as part of the Personal Development Curriculum. This is delivered through hourly lessons, once per fortnight which is primarily delivered by form tutors. This is further supplemented by six drop down days across the year. Further expert delivery will be utilised by bringing external specialist speakers in to deliver sessions, in particular during drop down days. The whole programme is coordinated by our PSHE and RSE Coordinator.

RSE will be delivered equally to both genders, normally in mixed classes. However, students will also receive single gender, sex education sessions delivered by trained specialist staff for topics where this is deemed more appropriate. An example of this would be STIs and contraception. It is noted however that the content remains very similar for both genders.

At Eaton Bank we place significant emphasis on ensuring that the RSE Curriculum meets the needs of all students. For students with SEND the curriculum and delivery is tailored to their needs on an individual basis and the SEND team will liaise with form tutors and the PSHE lead to facilitate this.

Across all key stages, pupils will be supported with developing the following skills within the context of healthy relationships and family life:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Resilience
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict

Biological aspects of RSE are taught within the Science Curriculum, and other aspects are included in the Philosophy, Religion and Ethics Curriculum (PRE).

Staff make explicit to students that lessons will cover essential knowledge (including the law) and will offer the opportunity for discussion and personal reflection. It is important that teachers offer a sense of openness to facilitate the raising of questions and concerns. To facilitate this, all teachers of RSE are expected to agree a set of ground rules with students to remind them of the parameter of the discussion. Examples of ground rules include the use of appropriate language, non-judgement by others and that no one will be asked to disclose personal information. Staff and students are clearly informed of the procedure for any safeguarding concerns or issues that go further than the remit of the lesson.

7. Roles and Responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. They will also ensure that the policy is reviewed according to Trust Policy.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to non-statutory components of RSE

The PSHE & RSE Coordinator has responsibility for planning and developing schemes of work, planning and overseeing curriculum delivery. This fits as part of the wider Personal Development Programme, and will be supported and managed by the Assistant Head responsible for Curriculum and Personal Development.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity and adhere to classroom rules and expectations.

8. Parents' Right To Withdraw

The school will follow the statutory guidance (2019) guidelines laid out in the document, notably that parents have the right to withdraw their children from the non-statutory components of RSE, that is, some or all of sex education. There is no right to withdraw from either Relationships or Health Education. Parents or guardians have the right to request withdrawal up to and until three terms before the child turns 16. After that point if the child wishes to receive sex education the school will make arrangements to provide the child with sex education during one of those terms. The same process will occur for SEND pupils, but the head teacher will take into account specific needs arising from their SEND when making the decision.

Requests for withdrawal should be put in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action. It is good practice to ensure that the parents wishes are understood and that the parents/guardians

understand the nature and purpose of the curriculum. The discussion should be documented and a copy of withdrawal request will be placed in the student's educational record. Alternative work will be given to pupils who are withdrawn from RSE.

9. Training

Staff are trained on the delivery of RSE as part of their induction and further training will be provided through the school's wider CPD programme.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. These specialists will also be used to support the delivery of sensitive and important topics where appropriate.

10. Monitoring Arrangements

The delivery of RSE is monitored by the PHSE & RSE Coordinator and the Assistant Head responsible for Curriculum and Personal Development. This will be monitored through informal feedback and staff discussions and learning walks. Regular staff feedback will be gathered to further support the development of this provision.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Students also have the opportunity to input on curriculum and delivery via the Student Senate and Student Voice.

Parents are informed of RSE via the school website and in the curriculum information booklets and evenings. Parents will also be able to access the Curriculum Roadmaps to be able to understand the wider Curriculum Journey.

This policy will be reviewed by appropriate stakeholders in line with the Trust's schedule and processes for reviewing policies.

APPENDIX 1. Summary of the Content of New Relationships and Sex Education Statutory Guidance : Department for Education 2019

Families

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including its legal status (e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony)
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting
- How to:
 - Determine whether other children, adults or sources of information are trustworthy
 - Judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)
 - Seek help or advice, including reporting concerns about others if needed

Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice)
- That in school and in wider society they can expect to be treated with respect by others and that, in turn, they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable

- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About 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
- The impact of viewing harmful content
- That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing)
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, and menopause
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy, including miscarriage

- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment