



# MANOR ACADEMY

## Relationships and Sex Education Policy

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### 1. Introduction

#### Rationale and ethos

Manor Academy believes that Relationships and Sex Education (RSE) makes an essential contribution to every student’s health, wellbeing, and preparation for adult life in society. It is an integral part of the SMSC programme of the academy and is delivered across all year groups as part of our PSHE programme and academy Drop Down Days.

This policy covers our school’s approach to Relationship and Sex Education. It has been produced in consultation with staff, pupils, parents, and governors, taking into account the diverse backgrounds of our students, and their spectrum of beliefs and values. We view the partnership of home and school as vital in providing the context of our Relationship and Sex Education.

The stage of development and the experiences of any group of young people of the same age will be diverse and varied. This fact has clear implications for curriculum content, teaching approaches, and the creation of an appropriate learning environment based on the need to develop in young people respect for each other’s differences.

The academy acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the academy, will seek to persuade students in need of support to come forward.

### 2. Aim of RSE Education

The aim of this policy is to communicate to staff, governors, parents/guardians, visitors, and students the manner in which RSE will be delivered and supported at Manor Academy, in accordance with the Secretary of State’s 2019 guidance on RSE.

This guidance states that ‘high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life.’ At the Manor Academy, we aim to provide age-appropriate, contextually appropriate RSE that meets the needs of students within our school community.

As a school, we aim to address issues such as everyday sexism, misogyny, homophobia, and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. These issues are addressed through an integrated approach to RSE and are not taught separately.

### **3. What is Effective Relationships and Sex Education?**

It is part of lifelong learning about sex, sexuality, emotions, relationships, and sexual health, promoting the spiritual, moral, cultural, mental, and physical development of pupils at the academy and of society. It is also preparing students at the academy for opportunities, responsibilities, and experiences of later life. In our view, effective relationship and sex education incorporates:

#### Attitudes and Values

Pupils are helped to examine their own and other people's attitudes and values, particularly related to sexual matters, and to respect the rights of others to their own opinions. RSE can help pupils to develop a good self-image and high self-esteem, responsibility, and the ability to make informed decisions.

#### Personal and Social Skills

RSE encourages the acquisition of skills so that pupils' relationships with others may be positive, fulfilling, and respectful. It helps them explore how to be themselves in terms of beliefs, culture, and traditions and to respect others. It provides opportunities to develop communication skills and assertiveness within a range of different situations. Encouraging the students to recognise opportunities to develop a healthy lifestyle.

#### Knowledge and Understanding

RSE provides information on puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth processes, contraception, sexually transmitted infections, prejudice and stereotyping and sex and the law. Thus, giving an understanding of the nature and diversity of relationships and sexuality. It can provide an objective and balanced view of sexual matters, correcting any misinformation pupils may have gained. It can give them the information and understanding they need, in accordance with the pupil's background and beliefs.

### **4. How does Relationship and Sex Education relate to Equal Opportunities?**

The academy's policy for equal opportunities also underpins the teaching of RSE. Relationship and Sex Education can act as a basis for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that recognises and respects difference. We work to ensure that our sex and relationship education is relevant and accessible to all our pupils and that it is appropriate for all levels of understanding and maturity. We ensure it caters for all pupils and is respectful of how pupils choose to identify themselves, their sexual orientation and gender identity (emerging). This means that Relationships and Sex Education is sensitive to the different needs of individual pupils and may evolve and adapt over time.

### **5. What is the moral and values framework of Relationships and Sex Education?**

RSE is taught within and confirms the moral and values framework of the whole academy. This draws on the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

- We value ourselves as unique human beings capable of spiritual, moral, intellectual, and physical growth and development.
- We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.

## 6. Roles and Responsibilities

The RSE programme will be led by Mrs Lauren Orr.

It will be taught by form tutors and specialist subject staff, as well as professionals from outside the organisation.

Teaching staff will receive RSE training through inset and twilight sessions, in order to support pupils.

The Two Counties Trust provides a framework of expected behaviours that all students and staff are expected to abide by in their RSE teaching and learning. This framework of expectations sets out guidelines surrounding tolerance, respect, and the use of appropriate language.

It is expected of teachers that their personal beliefs and attitudes will not influence their teaching of RSE. They will address pupils' questions with due regard to the beliefs and values of the child's family. The teaching of RSE respects and refers to the beliefs of the child's home background. RSE is also part of the academy's provision for Spiritual, Moral, Social and Cultural development. It encourages each student to develop confidence and a clear awareness of their own beliefs and values and to develop mutual understanding and respect between students for their diverse beliefs and values.

## 7. Legislation

Current regulations and guidance from the Department of Education state that from Sept 2020, all secondary schools have a requirement to teach relationship and sex education. This must include:

### Families

Pupils should know:

- 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 their 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 of 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); and, how to seek help or advice, including reporting concerns about others, if needed.

## Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, 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 cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how 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

Pupils should know:

- 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 would not 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

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, 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

Pupils should know:

- 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 to 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 (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through 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 advice and treatment.

An overview of the learning in each year group can be found on the Manor Academy Website; RSE is embedded within the PHSE curriculum maps. Please be aware that this is subject to change according to the needs of the students/academy.

Other documents that have informed the School's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century
- Keeping Children Safe in Education – Statutory safeguarding guidance (2021)
- Children and Social Work Act (2017)

### **8. How is Sex and Relationships Education organised?**

Our RSE programme is an integral part of our whole school PSHE education provision. RSE is not an isolated subject: it permeates the whole academy curriculum, the ethos of the academy, the pastoral system and is informed by the role models given by teachers. Opportunities should be used as they occur for answering pupils' questions and exploring issues as they arise.

All subjects, but particularly Science, Religious Education, English, and Drama, alongside weekly PSHE lessons provide a focus for exploring some elements of RSE.

The Designated Senior Leader responsible for personal development, and the PSHE co-ordinator, alongside tutors and Heads of Year jointly co-ordinate Relationships and Sex Education and are jointly responsible for the implementation and review of the programme.

## **9. How is Relationships and Sex Education taught?**

The academy recognises the need to begin with pupils' own experiences, beliefs, and values and, therefore, places a high importance on creating a supportive and secure atmosphere where they can develop the confidence needed to talk, listen, and think about sex and relationships. In order to do this, teachers:

- Establish ground rules with pupils
- Emphasise the importance of mutual respect
- Require no open personal disclosures in a class setting
- Use distancing techniques
- Encourage reflection

The academy also draws on a range of teaching methods in order to encourage exploration of attitudes, values, and beliefs, using active learning methods which involve pupils and help them to personalise information. This also increases the likelihood of the learning being relevant and effective. The academy includes activities where pupils can practise and develop confidence in using communication, negotiation, and decision-making skills. Pupils are consulted about issues they wish to explore, how they wish to work together, how well lessons are going and what changes need to be made.

The academy recognises that some aspects of RSE are a whole academy concern and that some aspects can be covered by subject teachers across the curriculum. However, there are aspects which need to be taught separately in PSHE, including those specifically relating to sexual matters such as contraception and STIs. All teachers who deliver RSE will be offered appropriate training and support, particularly around the more sensitive content of the curriculum. In addition, the academy draws on the expertise of the local PCT and a representative spectrum of national specialist agencies. Resources are chosen from agencies which represent diverse beliefs, which are appropriate to pupils' age, maturity, and religious and cultural background.

All teachers are given training on handling controversial topics and are made clear about confidentiality boundaries and know where/who to refer pupils for confidential advice and support.

## **10. Assessment**

Marking points are built into the schemes of work in order that teachers can assess progress. Students will be assessed through a series of self-evaluation and reflection. They will RAG rate their knowledge and confidence levels at the start and end of every topic/unit of work in order to inform progress made. There are no formal assessments in RSE and therefore no grades will be entered.

## **11. Engaging Stakeholders**

This policy will be available to view on the Manor Academy Website. If parents require a hard copy, they can contact the school to request one be sent home.

## **12. Right to Withdrawal**

From September 2020: 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, 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, The Manor Academy will document the process to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Parents wishing to exercise that right are asked to make an appointment to meet the Personal Development designated senior leader to discuss their concerns. Any parent who exercises their right to withdraw from sex education must confirm this in writing to the Head Teacher annually.

### **13. Procedure for Monitoring and Evaluating**

The policy and teaching programme will be reviewed every 12 months, based on the outcome of monitoring and evaluation. Governors and the Senior Leadership Team will take a key role in monitoring the progress of the policy. the RSE Lead will periodically evaluate the effectiveness of the policy as a working document in consultation with a range of stakeholders, where appropriate. Evaluation could include:

- Assessments of knowledge and understanding of information and issues addressed in RSE
- Pupils' responses to teaching content and methods
- Teachers' responses to teaching content and methods
- Evidence of pupils increased self-responsibility and respectful attitudes to opposite sex monitored by senior pastoral staff