



# High Point Academy

## Relationships and Sex Education Policy

<b>Scope of Document:</b>	All Stakeholders
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## Introduction

Relationship and Sex education at High Point Academy adheres to the DFE Relationships and Sex guidance. The Head teacher and all teaching members of staff have copies of this document whilst governors collectively have access to their own.

The Relationships and Sex Education Policy is firmly rooted in the framework for PSHE and supported through Science and other subjects where appropriate. In a constantly changing world all children need the knowledge, skills and understanding which will equip them for the opportunities, experiences and responsibility of puberty and adult life. The areas covered in our curriculum will be matched to the age and stage of understanding of the students.

The **aims** of Relationships and Sex Education (RSE) at High Point Academy 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.

## Statutory requirements

As a Special Secondary academy, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017. In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996 · Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At High Point Academy, we teach RSE as set out in this policy.

## **What Is Relationship Education and Sex Education?**

Relationship and Sex Education at High Point Academy is about the lifelong learning, to help and support young people through their physical, emotional and moral development. It helps our students learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It is about the significance of marriage and stable relationships as key building blocks of community and society, respect, love and care.

There are three main strands for RSE which are taught across the school as appropriate to the age and development of the child.

- Attitudes and values
- Personal and Social Skills
- Knowledge and understanding  
(The content of these is detailed more in appendix one.)

Good teaching practices of RSE at High Point Academy are to develop the appropriate skills to:

- Understand difference and respect themselves and others, preventing and removing prejudice
- Enhance the quality of life and to promote the physical, social and moral well being of the child
- provide a secure and informative environment in which sexual issues can be discussed
- explore critical thinking as part of decision making
- establish an understanding of healthy patterns of sexual behaviour
- promote understanding of body parts and functions of both sexes
- learn and understand the reasons for delaying sexual activity and the benefits to be gained from such a delay
- prevent unwanted pregnancy and sexually transmitted infections

RSE is not about the promotion of sexual activity.

## **Implementation of the Policy**

RSE at High Point Academy will be developed as part of the planned PSHE and Science curriculum. It will also be carefully tracked through an RSE audit across the curriculum. The subject is taught in a sensitive and confident manner where pupils are made to feel comfortable and secure about themselves. It is taught in an environment where the enhancement of self-esteem is pursued where pupils learn and begin to value and respect themselves and others as individuals.

Various teaching strategies are employed across all key stages according to the objectives and maturity of the pupils.

These being through:

- The context of family life and development of the self
- Discussion within small groups or class situations
- Looking at, exploring and experiencing physical objects
- Listening to and asking questions of visiting speakers from within the medical profession
- Demonstration
- Visits, video and role play
- In Science and PSHE lessons

Ground rules are developed during RSE lessons based on respect. Along with the general class rules the following considerations are specific to SRE ground rules:

- No teacher or pupil will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used and explained factually
- Meanings of words will be explained in a sensible and factual way

## **Parents Involvement**

High Point Academy seeks to work in partnership with parents because they have a vital role in preparing their children for adult life. Parents will be kept informed when pupils are following a RSE programme and will be invited to put forward their views, either in writing or verbally, and to join a working group. The school's RSE programme will complement and support the parents' role and parents can be actively involved in this. Parents will be invited in to look at how resources and look at how they can support their learning and understanding.

Pupils can be withdrawn by their parents from the part of sex education that is outside the compulsory elements of sex education within the science curriculum.

Parents who wish to exercise this right are invited to see the Head Teacher who will explore the concerns of the parents and possibility of adjusting the approach to the programme.

Once a child has been withdrawn they cannot take part in the programme until the request for withdrawal has been removed. (Please see appendix 2)

Provision is made for pupils whose parents wish their child to be removed from RSE lessons to work in another classroom while their class' RSE is being delivered.

## **Monitoring and Evaluation**

RSE, like any other aspect of teaching and learning, is monitored with the school's existing framework. Pupils' knowledge and understanding is assessed at the end of relevant units in Science and PSHE. The deputy headteacher with responsibility for curriculum will ensure that RSE provision is continually monitored and reviewed. RSE is also reviewed annually in the summer term by the co-coordinators of PSHE and science. SLT will seek parents' views at parents' evenings during the year.

## **Equal Opportunities**

The designated members of staff as well as any outside agencies need to be familiar with the pupils' individual, academic, emotional and maturity levels.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them.
- Is sensitive to all pupils' experiences.

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages.

We will also:

Make sure that pupils learn about these topics in an environment that is appropriate for them, for example in:

- A whole class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of adaptation needed

## **Child Protection**

The school has a Child Protection Policy to which the RSE policy is linked.

Pupils' confidentiality is respected in all RSE lessons and pupils are made aware of the fact that what they say in RSE lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm.

## **Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance.
- Would support pupils in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our pupils.
- Are evidence-based and contain robust facts and statistics.
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **Use of external organisations and materials**

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with: this policy; The Teachers' Standards; The Equality Act 2010; The Human Rights Act 1998 and The Education Act 1996.
- Only work with external agencies where we have full confidence in the agency, its

approach and the resources it uses.

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.

## **Roles and responsibilities**

### **The Local Academy Council**

The Local Academy Council will approve the RSE policy, and hold the headteacher to account for its implementation. The Local Academy Council will hold the headteacher to account for the implementation of this policy. The Local Academy Council has delegated the approval of this policy to Mrs K Kulyk (Headteacher).

### **The headteacher/deputy headteacher**

The headteacher, in collaboration with the deputy head teacher for curriculum, 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 9)].

### **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 pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher/deputy headteacher.

The Deputy Headteacher and Phase Leaders have responsibility for overseeing the teaching of RSE at High Point Academy.

### **Pupils**

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

### **Parents' right to withdraw**

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative school work will be given to pupils who are withdrawn from sex education.

### **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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.

The Deputy Headteacher is trained in the RSE curriculum requirements and how this should be delivered. The Deputy Headteacher has the responsibility to ensure that this training is updated and disseminated when any statutory changes occur.

## **Appendix 1 – Core elements of RSE**

### **Attitudes and Values**

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, marriage, stable relationships for the nurture of children
- Learning the value of love, respect 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
- Learning to make choices based on understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict

### **Knowledge and Understanding**

- Learning and understanding physical development
- 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 a delay
- Understand that everyone is different and of equal value
- Develop confidence in talking, listening and thinking about feelings and relationships
- Be able to name parts of the body and describe how the body works
- Have the ability to protect themselves and ask for help and support
- Develop a healthy lifestyle
- Be prepared for puberty



## Appendix 2 – By the end of secondary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>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</p> <p>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)</p>
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

## Appendix 3 – Parent’s right to withdrawal

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			