



Stationers' Crown Woods Academy

Relationship & Sex Education

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'Life Education: Live a fruitful and fulfilled life'

Relationship & Sex Education Policy 2020

1 Rationale and Ethos

1.1 This document uses 'RSE' to include both relationships education and relationships, health and sex education. This policy covers our academy approach to RSE, as set out in the Department for Education Statutory Guidance for RSE in Secondary schools 2020. It was produced by the Director of Learning for RSE, through consultation with the Principal and the Academy Governing Body.

1.2 We define 'relationships and sex education' as the ability for our students to have the fundamental knowledge necessary to express themselves freely and safely in an environment which promotes a positive body image based in respectful relationships with others. We believe relationships and sex education is important for our pupils and our academy because we believe it will encourage students to reflect upon and implement the social skills and moral values that will enable them to make safe, healthy and informed decisions for their personal wellbeing now and in the future, underpinned by our academy values of Scholarship, Fellowship and Leadership:

- **Scholarship:** Students develop cultural capital and rich knowledge about the World. They draw upon sound research to help them shape their understanding of society and their place within it. As life-long-learners, they are inquirers with an unrelenting thirst for knowledge.
- **Leadership:** Students are collaborative and work positively towards common goals. When presented with challenging and unfamiliar circumstances, they take calculated risks, think creatively and boldly, and remain balanced in their approach. They lead with a strong moral compass and an unquestionable commitment to mutual respect.
- **Fellowship:** Students are kind and caring and strive for an equal and socially-just World. They recognise the importance of interconnectedness. As global citizens they routinely reflect on their impact on others and society and the collective responsibility to care for our planet.

We view the partnership of home and school as vital in providing the context of a good character education which will equip our students to be conscientious global citizens of the 21st Century.

1.3 At Stationers' Crown Woods Academy, we believe we have a responsibility to prepare students for life in the world and develop transferable skills beyond academic boundaries enabling all students to become successful and to reach their true potential. Through our Life Education programme, we guide students to develop a range of attributes and behaviours based on our Academy values, which we believe are important to students' holistic educational experience and success in the future. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by differentiating our provision and working with the Head of Inclusions, Hannah Loughlin in order to review students' needs on a case to case basis.

1.4 We ensure RSE fosters gender equality and LGBT+ equality by reflecting the values of modern British Society and as set out by modern British Law and Legislation. We lead by example and our student and staff body is inclusive to all races, sexualities, disabilities, religions and creeds.

1.5 The intended outcomes of our programme are that students will know and understand the makeup of modern British society, have a right to express themselves freely without fear of prosecution, have a responsibility towards the wellbeing of others and develop the attributes of resilient, creative, confident communicators, compassionate, open minded, responsible citizens who act with integrity, even when nobody's looking, both in the real world and in cyber platforms.

2 Roles and Responsibilities

2.1 The RSE programme will be led by the Director of Learning in charge RSE and it will be taught by form tutors. Most aspects of RSE will be delivered in tutor time by the Form tutor and it will be supported by vetted and standardised external agencies and expert outside agencies. The factual and scientific aspects of RSE will be delivered through the science Curriculum by expert and fully trained Science Teachers. Elements of the law and ethics of RSE will be delivered through the Religious Education Curriculum by fully trained, expert Religion teachers. A working party will be made up of all teachers directly responsible for the delivery of the Life Education Programme, in conjunction with the Safeguarding Leads to monitor the execution of the Programme and adapt where necessary.

3 Legislation (Statutory Regulation and Guidance)

3.1 We continue to use the DfEE (now DfE) definition of sex and relationships education - "It is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health" (DfEE 'Sex and Relationship Guidance', 2000). The current terminology has been changed from 'Sex and Relationships Education' to 'Relationships and Sex Education' in recognition of the foundational importance of positive and healthy relationships to the understanding of sex education.

3.2 This change in terminology is reflected in the government's most recent guidance (Department for Education, "Policy Statement: Relationships Education, Relationships and Sex Education and Personal, Social, Health and Economic Education", March 2017) outlining the statutory duty on schools to provide this aspect of the curriculum.

3.3 As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#). In teaching RSE, we are 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](#). At Stationers' Crown Woods Academy we teach RSE as set out in this policy.

3.4 Current regulations and guidance from the Department for Education state that the RSE policy complements the following documents that inform Stationers' Crown Woods Academy RSE policy:

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2016)

4 Curriculum Design

4.1 Our RSE programme will ensure that it's matched to the needs of all stakeholders through routine surveys, focus groups, meetings with safeguarding leads and student voice forums.

4.2 Our RSE programme will be planned based on the PSHE Association Schemes of Work which are designed with the new KS3 and KS4 RSE and PSHE Framework in mind and will be adapted to suit the needs of our students. Lessons will include a wide range of activities and high quality resources to promote understanding. Students will be given opportunities to discuss and reflect on work and we will use a variety of different assessment methods to gauge student progress and understanding. The RSE provision will be further enriched through the use of quality external providers, such as 'Little Fish'.

4.3 Our RSE programme is an integral part of our whole Academy Life nEducation provision and will aim to:

- provide accurate and age appropriate information about and understanding of RSE issues;
- dispel myths and misunderstandings;
- explore a range of attitudes towards RSE issues and help students reach their own informed views and choices for a healthier lifestyle;
- develop respect and care for others;
- increase students' self-esteem based on a positive body image;
- develop skills relevant to the effective management of relationships and sexual situations. Examples of these skills are: Risk assessment, assertiveness, conflict management, decision making and seeking help from others;
- contribute to a reduction of local and national figures of teenage pregnancies, sexually transmitted infections and abortion rates;
- develop students' awareness of human sexuality and challenge sexism, homophobia and prejudice by promoting equality and diversity;
- provide knowledge of sources of help and how to access help if necessary.

4.4 Our approach to RSE will be underpinned by our Academy values and moral and based on the following principles:

- the value of stable and loving relationships;
- respect, understanding and empathy for others who may have different backgrounds, sexualities, cultures, feelings and views.;
- the right not to be taken advantage of and abused by others;
- the right to form relationships based on mutual consent rather than coercion;
- age and circumstance appropriate PSHE; and
- access to help and advice from trusted adults and advisory services.

5 Safe and Effective Practice

5.1 We will ensure a safe learning environment by ensuring that teachers and pupils agree to ground rules before the delivery of an aspect of RSE. This contract is referred to before every lesson to remind students each and every time of the high expectations for successful delivery of lessons.

5.2 Students will be taught to, and expected to use, distancing techniques which depersonalise the situations under discussion. These are used because they enable students to explore issues safely because they are not speaking or acting as themselves. Pupils' questions will be answered by the class teacher. In the event of a student not feeling confident enough to ask a question in class, students will be given opportunities to raise questions in a different way which will then be addressed by the teacher in an anonymous manner in subsequent sessions.

5.3 Sensitive issues will be handled by teachers with care and with the support of the Academy's Student Support Officers, Designated Safeguarding Leads and Head of Inclusions.

5.4 All staff teaching RSE will be supported by the Director of Learning for RSE and the Academy's Safeguarding Team and have access to a Google survey to easily be able to give feedback and ask for support and training.

5.5 Students will also have access to the school nurse, pastoral support, a provision of appropriate information material such as books and leaflets in public spaces such as libraries or display posters, as well as access to cross curricular events and programmes.

5.5.1 The School Nurse

The school nurse works under a different set of guidelines called the Fraser Guidelines. The Fraser guidelines state that guidance is given and confidentiality is assured (including under 16s) if it is believed that the student understands the advice given by having sufficient maturity to understand what is involved. The school nurse could not persuade a young person to inform their parents nor allow the school nurse to inform them. That without contraceptive advice or treatment, the young person's physical or mental health would suffer. According to the guidance, the school nurse is able to respond to individual requests including issuing condoms and providing pregnancy testing. The school nurse is bound by their professional code of conduct. If a young person under the age of 16 wants to access condoms, they are obliged to complete a self-report test to establish their level of maturity and ensure they are not in any danger. However, if the school nurse is contributing to the Academy's RSE taught programme, they will follow the Academy's RSE Policy.

5.5.2 Inclusion

Young people will have varying needs regarding RSE depending on their circumstances and background. Our Academy strongly believes that all students should receive RSE and the Academy will take into account our Equality Policy along with the following aspects - the needs of boys vs girls; girls have more access to RSE education outside school in the form of teen magazines, etc. We will aim to actively engage boys and girls as well as teach children about sexism and sexist bullying. We know that different religious and ethnic groups have different attitudes towards RSE and will promote respect for varying opinions. We recognise our students come from different family units and will ensure no family units are stigmatised through our provision of RSE. We will tackle and address homophobic behaviour as per Common British Law as well as ensure that students with Special Educational Needs will require bespoke RSE lessons.

6 Safeguarding

6.1 Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In the case this occurs,

teachers will consult with the appropriate member of the academy's Safeguarding Team that comprises of the Designated Safeguarding Lead and a number of Deputy Designated Safeguarding Leads, and follow procedures as stated on the Academy Safeguarding Policy which can be found on the Academy website.

6.2 Visitors and external agencies which support the delivery of RSE will be required to present DBS checks and will be required to read the Academy Safeguarding Policy. The protocol for inviting visitors into lessons is overseen by the Assistant Principal in charge of Personal and Character Development and we only use agencies and charities whose work with schools has been monitored and quality assured.

7 Engaging Stakeholders

7.1 Parents and carers will be informed about the policy through Parent Mail, along with the RSE curriculum plan and a Google Form to allow for parent feedback.

7.2 The policy will be available to parents through the Academy website. Parents can request to view the curriculum (available on the Academy website) and also can request to view the resources, discuss any aspects of the curriculum and the lessons with the Director of Learning for RSE in the first instance. These requests are to be made to info@scwa.org.uk, or directly to the Director of Learning.

7.3 We are committed to working with parents and carers by collating all responses from the Google Form and inviting parents to an RSE Parent Information Evening. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through the Academy website.

7.4 We will notify parents when Relationships and Sex Education will be taught, by email. Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science. In this event, if a parent/carer requests that their child be removed from relationships and sex education, Heads of School and the Director of Learning will arrange to meet with parent/carers prior to any withdrawal being agreed, and provide support by seeking an alternative arrangement where an agreement to keep a child in class cannot be reached. As the latest guidance, there is no parental right to withdraw parents from the relationships and health aspects of the RSE curriculum.

8 Monitoring, Reporting and Evaluation

8.1 Teachers will critically reflect on their work in delivering RSE through access to the staff working party as well as regular meetings, training sessions for form tutors and those delivering aspects of RSE to students to ensure that consistent messages are taught across the Academy.

8.2 RSE will be regularly discussed at staff and governors' meetings. Policies, Curriculum and external agencies will be audited at least yearly. Pupils will have opportunities to review and reflect on their learning during lessons and will complete pupil voice surveys and questionnaires which will be influential in adapting and amending planned learning activities for the future.

9 RSE Policy Review Date

9.1 This policy will be reviewed in **March 2025**.

9.2 It will be reviewed by the Director of Learning for RSE. This will ensure that the policy is up to date and fully relevant to the provision of Statutory RSE at Stationers' Crown Woods Academy.

Appendix

1 RSE Guidance by the Department of Education - Secondary Education

By the end of secondary education, students 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 eg 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 and be able to 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;
- 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 (eg 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;
- 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 eg 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;
- 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);
- 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, eg 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;
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring 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; and
- how to get further advice, including how and where to access confidential sexual and reproductive health.