



<b>Policy:</b>	Relationship, Sex and Health Education
<b>Date of review:</b>	June 2020
<b>Date of next review:</b>	June 2023
<b>Lead professional:</b>	C Seedall - Assistant Principal
<b>Status:</b>	Statutory
<b>Name of academy:</b>	Trinity Sixth Form Academy

## **1. Purpose of policy and guiding principles**

- 1.1. The school believes that Relationships, Sex and Health Education is the lifelong learning about 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. We define 'relationships, sex and health education' as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, as well as general health and wellbeing. The aim is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and general wellbeing. It is not about the promotion of sexual orientation or sexual activity; this would be inappropriate teaching.
- 1.2. We have a duty under the Equality Act (2010) to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Our inclusive sex and relationships education fosters good relations between students, tackles all types of prejudice – including homophobia – and promotes understanding and respect.
- 1.3. Sex and Relationships Education is delivered within the aims and philosophy of the trust and the agreed framework for the overall pastoral care of students.

## **2. Links with other policies or legislation**

- 2.1. The content of Sex Education delivered within the school has been informed by the PSHE Association's Programme of Study for PSHE Education: Key Stage 5 (2020) and the DfE Guidance on Relationships, Sex and Health Education (September 2020). (See Appendix 1).

## **3. Aims and Objectives of Relationships, Sex and Health Education**

- 3.1. Aim: To develop a healthy lifestyle and keep themselves and others safe. The objective of this aim is to understand:
  - the physical and emotional changes that take place at puberty
  - how to keep healthy, and what influences there are on health
  - that positive relationships and balancing work and leisure affects mental health
  - human reproduction, contraception, sexually transmitted infections, HIV, and high-risk behaviours
  - what is a risk, and how to make safer choices through relevant information
  - some ways of resisting pressure that threatens their own safety
  - the health risks associated with early sexual activity and pregnancy and about safer practices
  - how different forms of contraception work and where to seek advice in order to inform future choices
  - to seek professional advice confidently and find information related to health.
- 3.2. Aim: To develop effective and fulfilling relationships and learn to respect differences. The objective of this aim is to understand or develop:
  - the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
  - the role and feelings of parents and carers and the value of family life
  - the value of negotiation within relationships and that personal actions have consequences and may involve compromise
  - communication skills with peers and adults
  - the diversity of different ethnic groups, the power of prejudice and to be aware of exploitation in relationships.

- 3.3. Aim: To develop self-esteem, confidence, independence and responsibility; and make the most of their abilities. The objective of this aim is to be able to:
- recognise and manage influences, pressures and sources of help
  - consider long and short term consequences when making decisions about personal health
  - use assertiveness skills to counter unhelpful pressure.

#### **4. Roles and responsibilities**

- 4.1. The planning and organisation for the Relationships, Sex and Health Education programme, delivered through the Personal Development Programme, is the responsibility of an Assistant Principal and a Personal Progress Tutor.
- 4.2. Pupils will have opportunities to review and reflect on their learning during lessons, as well as pupil voice at varying points in the year. This will help shape the curriculum moving forward.

#### **5. Delivery and continuity**

- 5.1. All topics delivered form part of a carefully planned programme of twice weekly Personal Development lessons. This is delivered to all students, in their tutor groups to ensure age-appropriate content, with Personal Progress Tutors and Form Tutors being responsible for the delivery.

#### **6. Values and framework**

- 6.1. All sessions Relationships, Sex and Health Education are delivered within a framework which clearly outlines what is appropriate behaviour for these sessions based on good communication and interpersonal skills within a broader base of self-esteem and respect. The delivery aims to be supportive, inclusive of all students' needs, honest and open whilst demonstrating respect for staff and others.
- 6.2. The aim is to provide an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of, and responsible for, their own body and actions.
- Balanced factual information will be given within a framework in which students can examine their own attitudes and have opportunities to consider other views.
  - Materials, information and teaching strategies used will be selected to be appropriate for the students' age, intellectual development and maturity.
  - Teachers will assume that they may be covering areas that some parents will already have covered with their children; therefore attitudes may have been formed and should be respected.
  - It is recognised that it is important for the moral dimensions of sexual relationships to be considered responsibly, taking account of religious principles and parental guidance.
  - The content will be presented to students in such a way so as to encourage them to have due regard for moral considerations and the value of family life.
  - All work delivered will be sensitive to the needs of all students and will take account of gender, religions and sexual orientation.
- 6.3. The materials in use will be reviewed regularly by the Assistant Principal and the Personal Progress Tutors. The students will play a full and active part in the reviewing of their effectiveness.

#### **7. Information to Parents**

- 7.1. Parents are able to access this policy at any time via our website. It has been written in conjunction with parents and carers, as well as various stakeholders within the Academy. We

want to work closely with parents to ensure that they are fully aware of what is being taught and the rationale for its importance.

7.2. Information on the content of the programme can be accessed on the school website. Further details can be sought by contacting the Assistant Principal or the students' Personal Progress Tutor.

## **8. Support for staff and students**

8.1. The following measures are in place to support students and staff in relation to Relationships, Sex and Health Education:

- The Assistant Principal and Personal Progress Tutors will attend training and meetings as appropriate, to ensure that the school is kept informed and up-to-date.
- Teachers responsible for delivering Relationships, Sex and Health Education should feel confident and will be given appropriate support and training, if required.
- Experts who are not teachers may be involved in Relationships, Sex and Health Education. This will only take place after consultation with the Assistant Principal and their involvement will be in accordance with this policy. The input by any outside agency may be observed, or supported, by academy professionals.
- Priority will be given to staff new to the teaching of Relationships, Sex and Health Education when training opportunities are available.
- Guidelines based on DfE guidance (issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996) are available for all teachers of Relationships, Sex and Health Education (via Department of Education website). Staff are reminded of these guidelines and the need to develop appropriate teaching strategies.
- Staff are also reminded of their responsibilities towards Child Protection and how effective Relationships, Sex and Health Education can bring an understanding of acceptable behaviour, which can lead to a disclosure of a child protection issue.
- No member of staff will be instructed against their wishes to deliver Relationships, Sex and Health Education.
- Provision for students to discuss issues or concerns, on an individual basis is made available through the school pastoral team. The student will be met by the pastoral team and could be signposted to another support team within the school.
- The school's student support programme gives each student access to a Personal Progress Tutor who can refer students to the appropriate, clearly identified staff within the academy, as and when necessary, to provide or arrange additional support or guidance. These staff will follow trust procedure in cases where students are thought to be at risk.

## **9. Students with special educational needs and disabilities (SEND)**

9.1 Relationships, Sex and Health Education must be accessible for all students therefore measures will be taken to differentiate the learning and some students may be provided with additional sessions e.g. on the social use of language.

9.2 The curriculum will support their development of skills and knowledge relevant to the 'health' strand of the Preparing for Adulthood outcomes.

9.3 It is recognised that students with SEND can be more vulnerable to exploitation, bullying and the development of other SEMH issues. Staff delivering the Relationships, Sex and Health Education Programme will be made aware of this and be supported in remaining alert to any potential safeguarding concerns and how to pass these on to the DSL or Safeguarding and Medical Welfare Manager.

## **10. Organisational aspects of the Relationships, Sex and Health Education programme**

10.1. Student groupings: Topics will normally be delivered in mixed gender and mixed ability tutor groups.

## **11. Health Professionals**

10.1 The involvement of health professionals is encouraged within the Relationships, Sex and Health Education Programme, to support the work of the teaching staff and to present a community view on the various topics.

11.1. Aspects and approaches to the delivery of Relationships, Sex and Health Education by Health professionals will be in line with the academy's Relationships, Sex and Health Education Curriculum Plan. Health professionals will, therefore, only be involved in the programme after discussion with one or more of those responsible for the programme within a particular academy and the agreement of the academy's SLG.

## **12. Parental Requests**

12.1. Parental requests to view materials will be met within 21 days. Parents will be invited to the academy at a mutually convenient time in order to look at materials used, alongside a member of SLG.

12.2. Parental requests for their child(ren) to be withdrawn from sessions on Sex Education will result in a discussion between the academy (usually an Assistant Principal) and the parent. If removal from certain or all sessions is decided then the child(ren) will work in the Achievement Centre or another agreed quiet space for the agreed sessions and will be set an equal amount of work to that being covered in the sessions plus homework.

## **13. Monitoring and Evaluation of the Relationships, Sex and Health Education Policy**

12.1. This will take place through:

- Student voice reviewing the materials and delivery of lessons
- Learning walks conducted by the teaching and learning and senior leadership teams
- regular meetings of those involved in the delivery of the programme
- meetings between those responsible for planning and organising and the relevant member of the senior management team
- annual review of the policy on Relationships, Sex and Health Education
- meetings between the Assistant Principal and Personal Progress Tutor responsible for Personal Development, as necessary to discuss changing DofE Guidelines, Legislation, Student Needs, Academy Needs as perceived by the academy or the Governors
- reports will be made as required to the Staff/Student/Governors.

## **Appendix 1: Content of the Personal Development Programme as outlined in the PSHE Association's Programme of Study for PSHE Education: Key Stage 5 (2020)**

- to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure
- to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences
- to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety
- to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours
- to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing
- to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support
- to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening
- to consistently access reliable sources of information and evaluate media messages about health
- how to register with and access health services in new locations
- to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'
- how to maintain a healthy diet, especially on a budget
- how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online
- to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it
- to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely
- to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements
- to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime
- to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships
- how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)
- how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment
- to manage alcohol and drug use in relation to immediate and long-term health
- to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking
- the impact of alcohol and drug use on road safety, work-place safety, reputation and career
- the risks of being a passenger with an intoxicated driver and ways to manage this

- how to articulate their relationship values and to apply them in different types of relationships
- to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion
- to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships
- to manage mature friendships, including making friends in new places
- to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online
- to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy
- to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'
- to use constructive dialogue to support relationships and negotiate difficulties
- to manage the ending of relationships safely and respectfully, including online
- to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships
- to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)
- to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent
- how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities
- to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age
- to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner
- how to effectively use different contraceptives, including how and where to access them
- to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)
- to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly
- to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online
- to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships
- to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk
- to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support
- strategies to recognise, de-escalate and exit aggressive social situations
- to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon
- ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination