



Trinity Sixth Form Academy

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| Policy: | Relationship, Sex and Health Education |
| Date of review: | July 2023 |
| Date of next review: | July 2025 |
| Lead professional: | K Ryan – Associate Assistant Principal (Wider Curriculum) |
| Status: | Statutory |

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, tackle 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 corresponds with National Curriculum Council, Health Education Guidance, and is in line with the DfE Guidance on Relationships, Sex and Health Education (September 2020)

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 action 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 in Trinity+ is the responsibility of the Associate Assistant Principal (responsible for Wider Curriculum).
- 4.2. Liaison needs to be maintained with other Curriculum Leaders and with the senior member of staff in each school responsible for the Curriculum.
- 4.3. The Senior Personal Progress Tutors are responsible for quality assuring the delivery of the programme and feeding this information back to the Assistant Vice Principal (responsible for Wider Curriculum).
- 4.4. 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 in a weekly Personal Development session which is part of the Trinity+ programme. The programme is delivered to all students, in their houses. The content is age appropriate and there is progression and continuity from Year 12 to Year 13.
- 5.2. Staff who have all received appropriate training deliver all work on Relationships, Sex and Health Education through a series of well-resourced Personal Development session.
- 5.3. Staff will try to build on knowledge students have obtained from Key Stages three and four. in partner secondary schools. The school will attempt to maintain an up-to-date knowledge of the Relationships, Sex and Health Education programmes delivered in partner secondary schools through close transition links.

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.

- Staff 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.
- Some work will be delivered in single sex groups.
- Students will be consulted in terms of content and their preferred method of grouping for delivery of these sessions.

6.3. The materials in use will be reviewed regularly by the Associate Assistant Principal (Wider Curriculum) the Senior Progress Tutors and the Personal Progress Tutors. The students will play a full and active part in the reviewing 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 Associate Assistant Principal (Wider Curriculum) or the Personal Progress Tutor team.

7.3. Parents do have the right to withdraw their children from sex education lessons (Appendix 1). The Academy asks that any parent(s) who wishes to withdraw their child from the sex education element of Relationships, Sex and Health Education completes the 'opt-out' form (Appendix 2) and then makes an appointment to speak to a member of the Senior Leadership Group (SLG) to discuss how this topic(s) will be delivered by parents at home. Requests for withdrawal from lessons should be addressed to the Principal who will make suitable arrangements within 21 days.

7.4. Under the government statutory guidance (2020) students have the right to opt-in to sex education, even if this goes against the stated wish of their parents, when they are within 3 school terms of their 16th birthday. If this is the case, the Academy is obliged to provide a 'catch-up' programme on the sex education topics that may have been missed.

7.5. Please be aware that a parent's choice to withdraw a child from sex education does not affect the child's right to use confidential health services provided at the school or elsewhere.

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 Associate Assistant Principal (Wider Curriculum) and Senior Personal Progress Tutors will attend training and meetings as appropriate, to ensure that the school is kept informed and up to date.

- Staff 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 staff may be involved in Relationships, Sex and Health Education. This will only take place after consultation with the Personal Progress Team and SLG 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 staff delivering 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 Trinity+ groups and will be mixed gender and mixed abilities.

11. Health Professionals

- 11.1 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.
- 11.2 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 a member of SLG and the Personal Progress Tutor) and the parent. If removal from certain or all sessions is decided then the child(ren) will work in the Achievement Centre independently or another agreed quiet space for the agreed session.

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

- 13.1. This will take place through:
 - end of topic review of the materials and delivery by students and staff;
 - 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 Associate Assistant Principal (Wider Curriculum), SLG and Personal Progress Team as necessary to discuss changing DoF 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: Categorisation of topics within Personal Development Trinity+ Programme

| Key Content from Statutory Guidance | Personal Development – Trinity+ |
|--|---------------------------------|
| Health and Well-being | |
| Self Concept | |
| H1. skills and strategies to confidently manage transitional life phases | Y |
| H2. to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure | Y |
| H3. to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences | Y |
| Mental health and emotional wellbeing | |
| H4. 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 | Y |
| H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours [NB It is important to avoid teaching | Y |
| methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration | Y |
| Healthy lifestyles | |
| H8. to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening | Y |
| H9. to consistently access reliable sources of information and evaluate media messages about health; and how to make informed decisions about health, including vaccination/immunisation' | Y |
| H10. how to register with and access health services in new locations | Y |
| H11. to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu' | Y |
| Managing risk and personal safety | |
| H14. 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 | Y |
| H15. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely | Y |
| H16. to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance | Y |
| Sexual health | |
| H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships | Y |

| Key Content from Statutory Guidance | Personal Development – Trinity+ |
|---|---------------------------------|
| H19. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI) | Y |
| H20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment | Y |
| Drugs, Alcohol and Tobacco | |
| H21. to manage alcohol and drug use in relation to immediate and long-term health | Y |
| H22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking | Y |
| H23. the impact of alcohol and drug use on road safety, work-place safety, reputation and career | Y |
| H24. the risks of being a passenger with an intoxicated driver and ways to manage this | Y |
| Relationships | |
| Relationship values | |
| R1. how to articulate their relationship values and to apply them in different types of relationships | Y |
| R2. to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion | Y |
| R3. to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships | Y |
| Forming and maintaining respectful relationships | |
| R4. to manage mature friendships, including making friends in new places | Y |
| R5. to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online | Y |
| R6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy | Y |
| R7. to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust' | Y |
| R8. to use constructive dialogue to support relationships and negotiate difficulties | Y |
| R9. to manage the ending of relationships safely and respectfully, including online | Y |
| R10. to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships | Y |
| Consent | |
| R11. 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) | Y |
| R12. to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent | Y |
| Contraception and parenthood | |

| Key Content from Statutory Guidance | Personal Development – Trinity+ |
|--|---------------------------------|
| R14. 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 | Y |
| R15. to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner | Y |
| R16. how to effectively use different contraceptives, including how and where to access them | Y |
| R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception) | Y |
| R18. to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly | Y |
| Bullying, abuse and discrimination | |
| R19. to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online | Y |
| R20. to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships | Y |
| R21. to recognise forced marriage and ‘honour’ based violence; to get help for themselves or others they believe to be at immediate or future risk | Y |
| R22. to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support | Y |
| R23. strategies to recognise, de-escalate and exit aggressive social situations | Y |
| R24. to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon | Y |
| R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination | Y |

Appendix 2: Sex Education 'opt-out' form

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| Name of student: | |
| Year group: | |

Please answer the following questions if you wish to withdraw your child from the sex education elements of our whole school Relationships, Sex and Health Education provision:

1. Which sex education topics do you wish to withdraw your child from?
2. Why do you wish to withdraw your child from these topics?
3. How do you intend to provide information and guidance on this topic(s) at home?

Once we have received this form, you will be invited into the Academy to discuss these questions further with a member of our Senior Leadership Group. We can only confirm that your child will not take part in any lessons covering a topic classified as 'sex education' once this meeting has taken place.

Please be aware that your child is over the age of 16 they have the right to opt back in to learning about topics classified as 'sex education'. If this is the case, the Academy will provide a 'catch-up' programme to inform them of topics they have missed. This is part of the Department for Education statutory guidance (2020).

For further information, please see the Academy Relationships, Sex and Health Education policy.

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| Date of meeting: | |
| Meeting with: | |

Following this meeting I do / do not want to withdraw my child from sex education.

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|---------------|--|--------------------------|--|
| Printed name: | | Relationship with child: | |
| Signed: | | Date: | |