



Sex & Relationship Education Policy (RSE)

Introduction

In light of experience and best practice, the effectiveness of this policy will be monitored annually and reviewed every three years. This mechanism recognises that changes in legislation may prompt a review of the policy before the three years stipulated.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff, partners and volunteers to share this commitment.

This policy applies to all activities undertaken by the Academy in pursuing its purpose as an educational institution whilst serving its students, community and wider stakeholder interests.

All policies are subject to Equality Impact Assessments. Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a different impact on grounds of race, gender, disability, age, religion or sexual orientation.

If you require this document in an alternative format and/or language, please contact our Executive Support Officer, Mrs Christine Connolly.

We are always keen to hear suggestions regarding Academy policies.

To make suggestions or to see further information please contact:

Executive Support Officer

Telephone: 01207 507001
Email: dpo@ncdat.org.uk

Footnote

In an effort to keep costs to a minimum, a conscious decision has been made not to print out this document and it would be appreciated that you refer to the copy and relevant Appendices available on the Website/VLE.

Contents

Section	Item	Page
1.	Rationale & Aim	4
2.	Objectives	5
3.	Strategies	6
4.	Inclusion	7
5.	Parents/carers and the wider community	8
6.	Right to Withdraw Students from Relationships and Sex Education	8
7.	Safeguarding, reports of abuse and confidentiality	8
8.	Roles & Responsibilities	11
9.	Standards by which the success of this policy can be evaluated	12
10.	History of Policy Reviews	13
11.	Associated Documentation	13

1. Rationale & Aim

Rationale

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships including on and offline, respect, love and care, for family life. It involves acquiring information, developing essential skills and forming positive beliefs, values and attitudes.

RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

It is important that we ensure that RSE provides a clear progression from what is taught in primary school in Relationships Education (Rel Ed). It is therefore the expectation that a close working relationship is established with our feeder Primary Schools to ensure the best RSE provision is offered to students in the Academy.

Aim

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare all students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want;
- understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships;

- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships;
- understand the true meaning of consent;
- develop awareness of their evolving sexuality and understand human sexuality; gender identity, challenge sexism and prejudice, which is inclusive of all young people;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation, abuse and violence and uninvited/unwanted conceptions and sexually transmitted infections including HIV;
- be aware of sources of help for all young people and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- know how the law applies to sexual relationships enthusiastic consent, sexting and e-safety.

2. Objectives

- Develop a coherent programme which enables students to engage with all aspects of RSE.
- To work with all stakeholders to ensure that the most appropriate guidance is offered to our young people.
- To engage with feeder primary schools and colleges to ensure that transition is effective and supportive of the individual needs.
- Communicate effectively by developing appropriate terminology/language for sex and relationship issues.

3. Strategies

To ensure progress against these objectives:

Much of the Relationship and Sex Education at Consett Academy takes place within Inspire Days and Personal Development Lessons. Staff opt into areas of the curriculum and deliver the PSHE Curriculum with support from professionals where appropriate. Form tutors also support in the continued monitoring and sharing aspects of the curriculum as they work closely with their tutees over a number of years and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances.

RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

RSE will be representative and inclusive of LGBT young people.

The PSHE Programme and Science National Curriculum is taught in every year. Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons a group agreement, formerly known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the group agreement established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist Staff and other professionals may support staff who are uncomfortable with teaching certain aspects of the curriculum. Support and professional development will be provided for these staff, so that they can develop the confidence in delivering the whole of the RSE programme.

4. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive RSE and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Gender, Identity and Sexual Orientation

The RSE lead should ensure that the content is fully integrated into their programme of study. All students will be taught LGBT content for this area of the curriculum. We aim to deal sensitively and honestly with regard to gender, sexual orientation and identity, answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality need to feel that relationship and sex education is relevant to them.

5. Parents/carers and the wider community

Here at Consett Academy we believe the role of parents in the development of the children's understanding of relationships is vital. Parents/carers are the first educators of children. Therefore we will ensure that we work closely with all parents and carers to ensure they are aware of what is taught and when.

6. Right to Withdraw Students from Relationships and Sex Education

Parents/ Carers have the right to request that their child be withdrawn from some parts of sex education, (not relationship education), delivered as part of statutory RSE. It is good practice for the Director of School or relevant senior member of staff to discuss the request with the parents/carers and as appropriate, with the child to clarify the nature and purpose of the curriculum, the benefits of receiving the important information, and possible detrimental effects that the withdrawal might have.

In exceptional circumstances, for example, when they propose to educate their child at home, the school will respect the parent's/ carer's request, up to and until three terms before the child turns 16. After that point the student can choose to attend RSE. Their SEND should not be a consideration for the Director of School or relevant senior member of staff to grant a parental request, apart from in exceptional circumstances. Parents are welcome to review any SRE resources the school uses.

7. Safeguarding, reports of abuse and confidentiality

It should be made clear to students that Staff and all adults in school cannot guarantee absolute confidentiality if they have any concerns about the

safety and wellbeing of a child. This should be made clear when forming the class Group Agreement and know the name of the safeguarding lead.

Young People under the age of 13 years

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated Designated Safeguarding Lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Young people between 13 – 16 years

Sexual Activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive, nor coercive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such. Recent

changes in law around consent places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption that it has been obtained from the other person. This is based on them being free, able, has capacity to give consent, and that on each occasion it is negotiated and agreed.

Consideration should be given in every case of sexual activity involving 13-16 year olds as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services. Cases of concern should be discussed with the nominated child protection lead and subsequently with other agencies as required.

When confidentiality needs to be preserved a discussion can still take place as long as it does not identify the child (directly or indirectly).

Where there is a reasonable cause to suspect that significant harm to a child has occurred/might occur, there should be a presumption that the case is reported to Safeguarding and Specialist Service.

All cases should be carefully documented including when a decision is taken not to share information.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Fraser Guidelines - It is good practice for doctors and other health professionals to follow the criteria outlined by Lord Fraser in 1985, "The House of Lords" ruling commonly known as the Fraser Guidelines.

- The young person understands the health professional's advice.
- The health professional cannot persuade the young person to inform his or her parents or allow the doctor to inform the parents that he or she is seeking contraceptive treatment.

- The young person is very likely to begin or continue having intercourse with or without contraceptive treatment.
- Unless he or she receives contraceptive advice or treatment, the young person's physical or mental health or both are likely to suffer.
- The young person's best interests require the health professionals to give contraceptive advice, treatment or both without parental consent.

8. Roles & Responsibilities

The Company Secretary will ensure:

all policies are kept up to date.

The Executive Principal will:

monitor and evaluate the policy.

Senior leaders will ensure that:

RSE is delivered in accordance with the statutory guidance.

RSE Designated lead will ensure that:

The action plan is completed and RSE is delivered across the Academy from Year 7-13. The implementation of the programme is quality assured and meet the standards expected. Keeps up to date with RSE guidance and initiatives to ensure the students in the Academy are supported in their knowledge and understanding of RSE.

Subject heads and learning leaders will ensure that:

MTPs reflect opportunities to enhance students understanding of aspects of RSE and delivery of RSE is in keeping with the Academy's key principles and values.

All Staff/staff will:

Be responsible for delivery of aspects of RSE and participate in relevant training to support them in the delivery of RSE.

9. Standards by which the success of this policy can be evaluated

It is the responsibility of the INSPIRE Learning Leader to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation. They will participate in regular quality assurance in line with the whole school policy.

The Governors and the Academy Trust Board are responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.

Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social and cultural development (SMSC) of students. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development and quality of provision.

10. History of Policy Reviews

Implementation Date	February 2020
1st Review Date	
2nd Review Date	
3rd Review Date	

11. Associated Documentation

This policy and its accompanying Policy into Practice are underpinned and shaped by the relevant legislation and guidance including:

- Sex and Relationship Education Guidance, DfES 2000.
- Supplementary Guidance Sex and Relationship Education (SRE) for the 21st Century, 2013.
- Draft Guidance- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE February 2019.
- Equalities Act, 2010.
- Not Yet Good Enough: Personal, social health and economic education in schools, Ofsted 2013.
- Special Educational Needs and Disability code of practice: 0-25 years, 2017.
- Life Lessons: PSHE and SRE in schools: Fifth Report, House of Commons Education Committee, 2015.
- Keeping Children Safe in Education- Statutory Safe Guarding Guidance, 2018.
- Children and Social Work Act, 2017.
- Transforming Children and Young People's Mental Health Provision, Green Paper, July 2018.

This policy should be considered alongside the following:

- E-safety/Online Guidance.
- Anti-bullying Policy.
- Safeguarding Policy (including child sexual exploitation).
- Equal Opportunities.