



RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

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SLT Reviewer: Ms J Pardoe



1. Compliance

1.1. This sex and relationship policy has been prepared with due regard to the following statutory provision and guidance:-

1.2. Education Act 1996

1.3. Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

1.4. Children and Social Work Act 2017

1.5. Equality Act 2010

1.6. Department for Education's statutory guidance, "Relationships Education, Relationships and Sex Education and Health Education", 2019

2. About this policy

2.1. Morecambe Bay Academy believes that age-appropriate relationships, sex and health education makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. It is an integral part of the PSHE Programme.

2.2. The pupils attending the Morecambe Bay Academy come from a range of backgrounds, beliefs and values and have differing needs. The stage of development and the experiences of any group of young people of the same age will be diverse and varied. This fact has clear implications for curriculum content, teaching approaches, and the creation of an appropriate learning environment based on the need to develop in young people respect for each other's differences.

2.3. Morecambe Bay Academy acknowledges the importance of its role in supporting the welfare of young people, and through the ethos of the Morecambe Bay Academy seeks to provide pupils with the attributes, skills and knowledge to make informed and safe choices.

3. Aim

- 3.1. The Relationships, Relationships and Sex Education (RSE) and Health programme aims to support the personal and social development of all pupils, ensuring that they have the ability to accept their own and others' sexuality, to express their sexuality in positive ways and to enjoy safe and fulfilling relationships based on mutual respect and responsibility, free from any abuse.

4. Statutory duty of the school.

- 4.1. The **Governing Body** is required to have a written statement of this policy available to parents.
- 4.2. The statement must be drawn up in consultation with the Acting Headteacher and The Acting Headteacher. The Acting Headteacher and The Acting Headteacher must ensure that any relations, RSE and health education is provided in a way which is sensitive and age appropriate.
- 4.3. Parents have the right to withdraw their children from all or part of any RSE provided, but not from Relationships and Health Education or the teaching the biological aspects of human growth and reproduction necessary under National Curriculum Science.
- 4.4. The views of parents are to be considered when developing a relationships, sex and health education policy, and parents are invited to comment on the extent to which this policy reflects their wishes and the culture of the community served by Morecambe Bay Academy.
- 4.5. Please also note that for the purposes of this policy, 'parents' refers to any adults with legal responsibility for children in their care, i.e. biological parents, legal guardians and carers.

5. Principles

- 5.1. The school has a responsibility to guide and support young people through their physical, emotional and moral development. A well planned and effective relationships education, RSE and health education programme will help young people learn and respect themselves and others and move with confidence from childhood through adolescence and into adulthood.
- 5.2. The school recognises that the prime responsibility for bringing up children rests with parents and the key part they have in providing sex and relationship guidance to their children.

5.3. It is important also to recognise the power of the confusion caused by "informal" learning by pupils - including from television, radio, internet, magazines, newspapers, gossip, jokes, and various other sources which must be addressed in their learning and to ensure the safeguarding of pupils is paramount.

5.4. Morals and morality are essential dimensions of sexuality and relationships. All relationships education, RSE and health education will respect individual differences - inspired by cultural, religious, ethnic and family backgrounds and pupils' special educational needs - and it will promote those values of respect and dignity for human life which are common to all faiths and societies.

6. What is Relationships and Sex Education? (RSE)

6.1. The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

6.2. Through the provision of RSE pupils will;

6.2.1. understand what a healthy relationship looks like;

6.2.2. understand what makes a good friend, a good colleague or a successful marriage or other type of committed relationship;

6.2.3. cover the use of contraception, developing intimate relationships and resisting the pressure to have sex;

6.2.4. understand the importance of values including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice;

6.2.5. be taught the facts and law about sex, sexuality, sexual health and gender identity in an age appropriate and inclusive way;

6.2.6. be equipped to make decisions for themselves about how to live their own lives whilst respecting the rights of others to make their own decisions;

6.2.7. learn about grooming, female genital mutilation (FGM) sexual exploitation and domestic abuse (including coercive and controlling behaviour) in a sensitive and clear manner;

6.2.8. be taught the rules and principles for keeping safe online.

7. Physical health and mental wellbeing

7.1. The Aim of teaching pupils about physical health and mental wellbeing is to give them the information they need to make good decisions about their own health and wellbeing.

7.2. Through the provision of physical health and mental wellbeing education pupils will;

7.2.1. be taught about the impact of puberty and the physical and emotional changes that it brings;

7.2.2. understand the link between good physical health and good mental wellbeing;

7.2.3. cover self-care, the benefits of physical activity and good nutrition;

7.2.4. understand the contribution that hobbies, interests and participation in their community can make to overall wellbeing;

7.2.5. be taught factual information about the prevalence and characteristics of more serious mental and physical health conditions;

7.2.6. be taught factual information about the prevalence of drugs and alcohol and information about effective interventions;

7.2.7. be taught how to judge when they or someone they know needs support and where they can seek help within the school and their wider community.

8. Practice

- 8.1. Certain content and lessons are mandatory under the National Curriculum in Science and are excluded from the right of parents to withdraw their children. Such lessons will include material on the human reproductive system, gestation, AIDS, HIV, and other sexually transmitted diseases.
- 8.2. RSE is taught in Key Stage 3, 4 and 5 via specific age-related workshop events and curriculum-based learning. The learning within lessons and workshops is designed to build on previous knowledge and be appropriate to the age of the pupils.
- 8.3. It is taught within mixed ability and mixed gender groups in the main. Where considered appropriate, student groupings are organised to meet specific needs including the special educational needs, particularly for those pupils with an Education Healthcare Plan (EHCP) for ASD and a member of the Spectrum Centre. SRE is part of the curriculum for all pupils.
- 8.4. The programme of study for sex education will demonstrate:
 - 8.4.1. progression from Key Stage 3 to Key Stage 4 /5 with language, concepts and content increasing in depth and complexity as the pupils mature physically, intellectually, emotionally and socially;
 - 8.4.2. relevance and differentiation - lead teachers have an awareness and information on the levels of development of their pupils; they are able to draw out existing knowledge and needs and to build on them appropriately; and,
 - 8.4.3. sex education will be integrated into a programme of Personal, Social and Health Education and into other relevant areas of the Academy curriculum.
- 8.5. The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the school's Sex Education programme. In such cases, particularly since they may involve pupils whose parents have withdrawn them from sex education as such, teachers will need to balance the need to give proper attention to relevant issues with the need to respect pupils' and parents' views and sensibilities.

9. The Hidden Curriculum

- 9.1. The sex education programme is not just what is "taught" in the classroom. Young people learn much from the overall ethos of the school - from the attitudes of staff, from relationships, from gender and other issues.
- 9.2. It is important that all staff, whether directly involved in the programme or not, discuss the Academy's approach to sex education in the broad sense. With increased understanding and support, most teachers will feel able to make some positive contribution to the "whole" curriculum.

10. Working with external agencies

- 10.1. The school may delivery part of the programme through workshops and productions delivered by external agencies. The school will ensure that the content is age appropriate and accessible and that the external agencies agrees in advance how confidentiality will work and how any safeguarding reports should be dealt with.

11. Roles and Responsibilities

- 11.1. Relationships Education, RSE and Health Education is led and coordinated by Teacher responsible for PSHE. It is delivered by members of the PSHE team to their own teaching groups in KS3. The materials and lessons are planned by the lead teacher in association with other relevant parties to ensure appropriate content and style.
- 11.2. All staff, parents and stakeholders have access to the Relationships Education, RSE and Health Education policy on website. Teachers have document of aims and objectives for the specific units of work. The class teacher is responsible for ensuring, as far as possible, that the teaching environment is conducive for this kind of subject matter including the setting up and use of ground rules.
- 11.3. As Academy policy, all staff would be expected to uphold and, where appropriate, reinforce the values and expectations promoted in this document in their day-to-day contact with pupils.
- 11.4. Teachers are required to adhere to the Academy's policy on confidentiality between themselves and pupils as set out within this section. Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual pupils but, in a classroom situation, they should follow the Academy's

12. Pastoral Support

- 12.1. Sexuality is an important part of living and learning but it may present some individuals with worries and tension at certain times in their lives. The school provides support for individual pupils worried or disturbed by some aspect(s) of their development, relationships or environment.
- 12.2. Care must be taken, however, in counselling and providing advice to individual pupils, particularly with regard to their sexual behaviour, and must not trespass on the proper exercise of parental rights and responsibilities. It will require skilled judgement to know when to counsel and when, and how, to refer for specialist counselling and support.
- 12.3. The "signposting" for pupils to agencies and services is undertaken in liaison with Student Support Coordinator.

13. Pupils

- 13.1. There will be expectations placed on the pupils in terms of behaviour and mutual respect. They will be encouraged to approach this type of work in a mature way and respect others opinions, beliefs and values so that topics can be addressed and explored appropriately. The manner in which they approach the work can have a direct effect on the way in which the teacher is able to proceed with the lesson.

14. Pupils with SEND

- 14.1. The school recognises that RSE and Health Education must be accessible for all pupils.
- 14.2. Any member of staff responsible for delivering the programme will take into consideration the Social, Emotional and Mental Health needs and the learning disabilities of the pupils to ensure that their teaching is sensitive and developmentally appropriate.

15. Lesbian, Gay, Bisexual and Transgender (LGBT)

- 15.1. The school will ensure that at the point they consider it appropriate to teach pupils about LGBT the content will be fully integrated into the RSE curriculum rather than delivered as a stand alone unit or lesson.

16. Parents

- 16.1. Parents have the right to request their child be withdrawn from some or all of sex education delivered as part of RSE.

16.2. The Acting Headteacher and/or The Acting Headteacher will discuss the request with the parents, and where appropriate, the pupil, to clarify the nature and purpose of the curriculum and to understand that their wishes are understood.

16.3. The school will ensure that the pupil receives appropriate and purposeful education in the period of withdrawal/

16.4. The school will document the decision to withdraw a pupil from sex education.

16.5. Parents do not have the right to withdraw a pupil from Relationships or Health Education.

16.6. The school recognises that parents have a role in reinforcing attitudes and values, personal and social skills, knowledge and understanding to encourage a positive debate at all times.

17. **Safeguarding**

17.1. All Teachers at the school who deliver the Relationships Education, RSE and Health Education programme must be aware that the programme allows pupils an open forum to discuss potentially sensitive issues.

17.2. All staff must follow the procedures within the Safeguarding Policy if a pupil tells them that they are being abused, neglected or witnessing abuse.

18. **Review**

18.1. This relationships education, RSE and health education policy will be implemented, regularly monitored and evaluated by the lead teachers and Senior Leaders.