



Morecambe Bay
Academy

Relationships and Sex Education Policy

Originator M Salthouse
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Aim

RSE at Morecambe Bay Academy will provide pupils with the knowledge and skills to make safe, healthy and informed relationship choices as young people and adults. RSE is taught through a high quality, dedicated curriculum within Life (PSHE). The school values are a thread through the entire curriculum of RSE and Life. Pupils will learn that school values such as kindness, compassion, resilience and trustworthiness are integral in developing healthy, nurturing relationships throughout their lives.

The teaching of RSE is part of a whole school approach to supporting pupils to be safe, happy and prepared for life beyond school – this includes embedding school values and building protective factors for improved emotional well-being within the whole school mental health and behavior strategy.

Objectives

At Morecambe Bay Academy our Relationships and Sex Education curriculum will:

- Provide clear progression from what is taught in primary school in Relationships Education, be age appropriate and fully inclusive.
- Enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- Teach the benefits of healthy relationships to their mental wellbeing and self-respect.
- Teach young people to understand human sexuality, to respect themselves and others and the reasons for delaying sexual activity.
- Be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.
- Teach the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.
- Recognise that whilst there will be a range of opinions regarding RSE, the starting principles will be the applicable of the law and school values.
- Equip pupils to make decisions for themselves about how to live their own lives, whilst respecting the right of others.
- Teach the rules and principles for keeping safe online and how and to whom to report issues.
- Ensure pupils understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception.
- Develop pupils' understanding of the risks associated with of pornographic material.

Legal Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

RSE involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity through a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Pupils with special educational needs and disabilities (SEND)

The RSE/Life curriculum will be accessible for all pupils through a high quality curriculum that is differentiated to ensure challenge and that all needs are met.

Some SEND pupils are more vulnerable to exploitation, bullying and poor physical and emotional well-being. As such, the school SENCO, working with the Leader of RSE/Life will create an additional bespoke curriculum to be taught to the most vulnerable pupils which meets their individual social and emotional needs.

Curriculum Intent and Implementation

RSE is taught within the Life curriculum which is our personal, social, health and economic (PSHE) education curriculum. The RSE curriculum is mapped against other areas of Life including citizenship, SMSC and RE. Biological aspects of RSE are also taught within the science curriculum.

The curriculum is specifically designed and adapted to meet the needs of our pupils. Data from Public Health England, local primary school health questionnaires and our own health questionnaires will provide information regarding common risk factors in the local community. Regular assessment of knowledge and skill development will also enable teachers to adapt the curriculum to ensure key skills and knowledge are fully embedded. The most vulnerable pupils who display poor understanding will be referred to the safeguarding team for support through the pastoral intervention model.

Pupils in all years receive 1 hour per week dedicated PSHE curriculum time taught by specialist PSHE teachers.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Working with Parents and Governors

Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education we respect the primary role of the parents in educating their children about these matters. Our RSE programme is outlined in our

website curriculum area and parents are very welcome to explore our RSE curriculum further by requesting to view the teaching materials.

Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. However this does not include aspects of Sex Education covered by the Science National Curriculum. Parents with concerns or considering withdrawing their child for RSE should in the first instance contact their child's Head of Year, who will invite the parent to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSE. In most cases this resolves any concerns, but should parents still wish to withdraw their child from RSE then a request should be made in writing to the Principal.

There may be exceptional circumstances where the Principal may want to take a pupil's specific needs arising from their SEND into account when making this decision.

The policy and curriculum is designed with the Governors/Academy Improvement Board (AIB). Governors will ensure the RSE meets statutory requirements, is well led, inclusive and that pupils meet expected standards.

Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through the normal processes of SLT line management meetings, learning walks, observations and book scrutinies. This policy will be reviewed by the Governors biannually.

Assessment

Whilst RSE is not an examination subject, assessment and in particular formative assessment plays a key role in understanding to what extent pupils have learned the knowledge, skills and values which we believe are vital for pupils to stay safe and thrive throughout their lives. A range of formative and summative assessment techniques will feed into the planning to enable curriculum adaptation to make sure any gaps in learning are identified and addressed at individual and/or whole groups level.

Curriculum map – RSE and Health Education

Relationships and sex education

Year	Topic/Theme
7	<p>Transition to secondary school/ resilience. Healthy relationships in relation to community belonging. Relationship between mental health and physical health. Managing risks in social situations. Managing puberty to menopause/issues of unwanted contact and personal boundaries/ menstrual well-being/ reproductive health/ fertility/ FGM. Online relationships and bullying, stereotypes. Online and offline friendships/ sharing material. Self esteem/ romance / consent (not just in sexual contexts) resisting peer pressure. Exploring family life/ importance of stable relationships. Raising aspirations/ making ethical and financial decisions linked to resilience and mental health.</p> <p>Health and well-being- community belonging/ hobbies linked to wellbeing. Diet and nutrition. Risks of alcohol/ tobacco/ drugs to health and well-being. Puberty and changing body/ menstrual well-being/ reproductive health/ fertility/ personal hygiene/ dental health. Effects on wellbeing of unhealthy relationships and benefits of self respect/ self regulation. Benefits of healthy relationships to mental wellbeing. Benefits of raising aspirations on future careers and managing own decisions to mental wellbeing and physical health.</p>
8	<p>Mutual respect and tolerance in wider relationships. Tackling racism/ discrimination in relation to relationships. Online safety and recognising unhealthy behaviours from others and ourselves. Introduction to sexuality/ LGBTQI/ diversity and consent including the law/ withdrawing consent/ delaying sex/ contraception. Rights and responsibilities in community/ recognising unsafe/ untrustworthy behaviour and how to manage issues arising. Positive and healthy relationships avoiding discrimination. Managing finances, personal safety/ drug misuse and relationship to mental health and resilience.</p> <p>Health and well-being . Contraceptive choices/ efficacy/ reproductive health/ fertility and menopause. Staying safe and benefits to mental wellbeing. Risks and consequences of financial decisions including debt on wellbeing. First aid (basic) and road safety. Risks for health of drug misuse. Mental health and emotional wellbeing including issues of body image affected by media and online interactions. Reducing stigma around mental health. Managing change and loss.</p>
9	<p>Managing conflict at home and the dangers of running away. Tackling homophobia, transphobia and sexism. Healthy relationships and consent. STI's, sexting and the dangers of pornography in affecting healthy attitudes to relationships. Managing peer pressure, assertiveness in relation to gangs and use of illicit substances/drugs/alcohol.</p> <p>Health and well-being- self control and self care. Diet and lifestyle choices and unhealthy/ healthy coping strategies. STI's in relation to health and well-being. Drug and alcohol addiction. Benefits to health and well-being of community participation in democracy, understanding the role of police and courts, tackling hate crimes, and having aspirations regarding careers.</p>
10	<p>Mental health and ill health, reducing stigma. Benefits of role models for improving aspirations, resilience and values in life. Tackling relationship myths and expectations, managing romantic challenges including dealing with break ups in a healthy way. Child sexual exploitation. Family life and parenting skills including values. Pregnancy and abortion. . Managing change, grief and bereavement.</p> <p>Health and well-being- keeping mental wellbeing. Drug use. Benefits of healthy relationships including romantic relationships to physical and mental health. Importance of sleep.</p>
11	<p>Human rights and community cohesion in relation to wider relationships. Personal values and assertiveness communication in all relationships. Domestic abuse and forced marriage. Promoting self esteem and coping with stress. Taking more responsibility for health choices, health and personal safety in independent contexts. Benefits of future planning for self esteem, being resilient to setbacks. Professional behaviour in workplace and personal values.</p> <p>Health and well-being- health choices/ health and safety in independent contexts including online. Good mental health strategies. Managing budgets.</p>

Curriculum map for RSE and Health being taught in other areas of the school

Our aim is to ensure that RSE and Health Education is integrated with and compliments other curriculum areas to provide a broad and balanced curriculum which teaches the knowledge and skills for pupils to thrive within school and beyond. Below is an overview of the where the elements of RSE and health education are taught in other subjects. For more detail see the full Life Curriculum or individual curriculum plans.

Citizenship

In citizenship pupils are provided with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education fosters pupils' awareness and understanding of democracy, government and how laws are made and upheld.

Science

In science pupils are taught about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. This includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS. Pupils also cover a range of topics which enable pupils to learn about a health and healthy lifestyles.

Computing

In computing, as well as the fundamental principles and concepts of computer science, it also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

PE

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

Food

In food Technology pupils learn the components of a healthy diet, the benefits of a healthy diet and how to make a range of healthy meals.

Citizenship

Year	Topic/Theme
7	British Values- community belonging, democratic nature of U.K. . Rights and responsibilities as citizen. Law on alcohol, tobacco, FGM, sharing online images.Public institutions- NHS. Diversity in UK. Prejudice and stereotypes. Saving, spending and budgeting. Challenging career stereotypes and raising aspirations as a contributing citizen,
8	British Values- mutual respect/ tolerance/ freedoms in democracy. Tackling racism. Purpose of law in relation to issues covered. Public institutions and voluntary/ charitable organisations in relation to where to seek help and their role in society. Financial education. Stereotypes in work and education/ raising aspirations.
9	British Values- democracy/ rule of law/ individual liberty. Role of police and courts. Parliament and role of citizens. Voting. Public institutions- Job centre and welfare system. Understanding careers and future aspirations.
10	British Values- tolerance/ mutual respect. Electoral system and human rights. Diverse identities. Contribution of families to community as citizens- Rights and responsibilities as parents. Income and expenditure. Contributing as citizen- role models and careers,
11	British Values- human rights and community cohesion, participating Challenging extremism and radicalisation. Law in UK and contrasts with wider world- eg. Forced marriage. Public institutions- school, college, university. Student finance, budgeting. Contributing as citizen- careers and university/ college.

Science

Year	Topic/Theme
7	Food labels – how much energy is in food. Skeleton, muscles, bionics. Organ failure, effect of recreational drugs. Menstrual cycle, puberty and hygiene, pregnancy, the basics of sexual reproduction. Causes of low fertility, basic contraception, fertility treatments, effect of smoking, alcohol, drugs on foetus.
8	Exercise, smoking, asthma, lung diseases Balanced diet, diseases arising from not having a balanced diet. Biodiversity and ecosystems, useful products from nature, human effects, preservation for future generations DNA/genes, arguments for/against genetic modification, human genome. Fire safety
9	Antiseptics/antibiotic effect on bacteria, stem cells (embryonic ethics), transfer of bone marrow, conditions that can be cured (diabetes/paralysis), meristem cells use in cloning plants Organ systems, heart and blood vessels, coronary heart disease and treatments – statins, stents, heart valve replacements, heart transplants, being a donor, health as the state of physical and mental wellbeing, diseases that can be caused by this being impacted, diet/stress/life situations, lifestyle factors – diet, alcohol, smoking and their effects locally, globally and nationally, also their effects on coronary heart disease, obesity leading to type 2 diabetes, alcohol on the brain/liver and smoking on lung disease/cancer, cancers – common types, causes and treatments. Preventing spread of communicable diseases – viruses, bacteria and fungi, particular focus on measles, HIV (inc sex and sharing needles), salmonella and gonorrhoea, lesson on STI's, malaria's effect on poorer populations and preventions, human defence systems, vaccinations, antibiotics and painkillers
10	Diabetes, causes and treatments, Hormones involved in the human reproductive cycle, contraception in detail – barrier methods and hormonal methods, IVF and other fertility treatments Sexual and asexual reproduction, DNA and genome, genetic inheritance, inherited disorders, particularly polydactyly, cystic fibrosis and Huntington's, genetic engineering including genetically modified organisms (GMO's) and the ethics, cloning, resistant bacteria including rise of MRSA. Drug Education - Stopping and braking distances and effects of maintenance of car and also other factors such as drugs, alcohol, stress, distractions etc. Ultrasound, earthquakes, echo sounding and lenses
11	Physical Health - Food webs/chains, ecosystems, how materials are cycled, biodiversity and human effects on this, waste management, land use, deforestation, global warming, food security, farming, sustainable fisheries, biotechnology Greenhouse gases, human activities that contribute greenhouse gases, global climate change, carbon footprint, atmospheric pollutants Earth providing warmth, shelter, food and transport through natural resources, potable water (drinkable) – looking at the lack of this in under-developed countries, waste water treatment, recycling, production and uses of fertilisers

Computing

Year	Topic/Theme
7	Online safety - Using technology safely, Online bullying, Age restrictions, Content: How it can be used and shared, Fake websites and scam emails, Fraud (online), Password phishing, Personal data, Privacy settings, Abuse (online), Fake profiles and Grooming
8	Online safety - Age restrictions, Disinformation, misinformation and hoaxes, Persuasive design, Targeting of online content including on social media and search engines, unsafe communication

Food

Year	Topic/Theme
7	Food Safety and Hygiene, Eatwell Guide - focus on Micronutrients and fibre. Students learn basic food preparation skill. Students prepare homemade, healthier versions of pizza and burgers, they make fruit salad and vegetable cous-cous as well as high fibre, low sugar flapjack to reinforce the focus of micronutrient and fibre.
8	Macronutrients : Proteins, Carbohydrates and Fats - functions of each in a healthy balanced diet. Foods from other cultures and adapting recipes to meet specific needs such as vegetarian. Students make vegetable soup, bread before adapting recipes to make foods from other cultures. They link fats to pastry making to make quiche.