
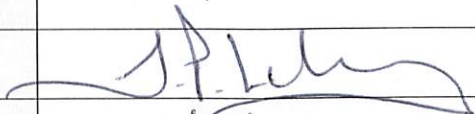


# Relationships and Sex Education Policy

## (Furness Academy)

| Approved by: Local Academy Committee |   |
|--------------------------------------|---|
| Chair                                | John Shields  |
| Signed:                              |  |
| Date:                                | 8/3/23  |
| Chief Executive Officer              | Simon Laheney   |
| Signed:                              |  |
| Date:                                | 9/3/23  |

|                     |  |
|---------------------|--|
| Policy Owner:       | Director of PSHE, Careers and Guidance |
| Implementation Date | Spring 2023                            |
| Review Date:        | Spring 2024                            |

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

| Version Number | Version Description                     | Date of Revision |
|----------------|---|------------------|
| 1              | Original                                | January 2022     |
| 2              | Minor Amendments to staffing of PD team | March 2023       |

## Contents

|  |    |
|--|----|
| 1. Aims .....  | 3  |
| 2. Statutory requirements .....  | 3  |
| 3. Policy development .....  | 3  |
| 4. Definition .....  | 3  |
| Principles and Values .....  | 4  |
| Attitudes and Values.....  | 4  |
| Personal and Social Skills .....   | 4  |
| Knowledge and Understanding .....  | 4  |
| 5. Curriculum.....   | 5  |
| 6. Delivery of RSE.....  | 5  |
| Inclusion.....   | 6  |
| 7. Roles and responsibilities .....  | 6  |
| 7.1 The governing board.....   | 6  |
| 7.2 The headteacher.....   | 6  |
| 7.3 Staff.....   | 6  |
| 7.4 Pupils .....   | 7  |
| 8. Parents' right to withdraw.....   | 7  |
| 9. Training .....  | 7  |
| 10. Monitoring arrangements .....  | 7  |
| Appendices .....   | 8  |
| Appendix 1 – What Students should know when they leave secondary school..... | 8  |
| Appendix 2 – Parent form: withdrawal from sex education within RSE.....      | 10 |

## 1. Aims

The aims of relationships and sex education (RSE) at Furness Academy is to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As a secondary academy, we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

**In devising our RSE programme, Furness Academy ensures that all statutory requirements from the Department for Education are covered and the programmes have regard to the 2020 statutory guidance** (since 2020, the Relationships and Sex Education part of PSHE is compulsory in all schools). At Furness Academy, we teach RSE in designated Personal Development lessons, which are age appropriate and which follow the curriculum.

## 3. Policy development

This policy has been developed following feedback from Personal Development staff and students on our 2021-22 provision and reflects the views of staff and students on how we can further develop this provision, in particular, with regard to recognising local issues affecting and facing our learners, families and community. The measure of how impactful our provision is should be how well our students are able to articulate and act upon their learning.

It is intended that this policy will be updated and developed in consultation with staff, pupils and parents. The consultation and policy development process will involve the following steps:

1. Review – The Director of PSHE, careers and Guidance will collate all relevant information including relevant national and local guidance
2. Staff consultation – Personal Development staff given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties will be invited to attend meetings about the Personal Development Curriculum offer
4. Student consultation – Having open dialogue with students about what students want from their RSE curriculum
5. Ratification – presented to the governing body

## 4. Definition

**What Is Relationship and Sex Education?**



This policy covers our school's approach to Relationships and Sex Education (RSE) as part of our Personal Development curriculum.

RSE is about the physical, emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, acquiring knowledge, developing personal and social skills and exploring issues and values. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life.

### ***RSE is not about the promotion of sexual activity***

### **Principles and Values**

At Furness Academy, we believe that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- Be an entitlement for all young people and prepare them for adulthood by developing positive values and a moral framework that will guide their decisions, judgements and behaviour
- Acknowledge that family is a broad concept and there is not just one model. It includes a variety of types of family structure; acceptance of different approaches should be recognised
- Encourage students and teachers to share and respect each other's views. Students should be aware of different approaches to sexual orientation and family structures without prejudice
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment

Relationship and Sex Education in our school has three main components:

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships, and marriage
- developing positive values and a moral framework that will guide their decisions, judgements and behaviour
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- developing skills in handling personal relationships such as communication, assertiveness and responsibilities to minimise risk-taking behaviour

### **Knowledge and Understanding**

- creating a spiral curriculum for progressive and differentiated learning sensitive to individuals and groups

- promoting an understanding of the responsibilities and consequences of one's actions in relation to sexual activity and parenthood
- enabling students to accept variations in rates of growth and development physical, emotional and social
- understanding the arguments for delaying sexual activity and the reason for having protected sex
- having sufficient information and skills to protect themselves and their partner from sexually transmitted infections including HIV
- knowing how to avoid being exploited or exploiting others, including via technology
- knowing how to avoid being pressured into unwanted or unprotected sex
- enabling students to challenge sexism and prejudice in society in relation to gender, race, disability or sexual orientation and to promote equal opportunities
- being aware of sources of help and acquiring the skills and confidence to access confidential health advice, support and treatment if necessary
- ensuring students understand how the law applies to sexual relationships

## 5. Curriculum

Our curriculum covers all materials set out in Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers only online. The Personal Development curriculum, which includes provision for RSE, can be viewed on our website.

## 6. Delivery of RSE

RSE is taught by a specialist team within the Personal Development (PD) department. Biological aspects of RSE are taught within the science curriculum, and some RSE will be explicit in RE lessons and implicit in English and Drama. We may also, at times, invite visitors from outside the school, such as sexual health professionals, public services, support groups or theatre groups, to provide additional support to staff teaching RSE.

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
- The Law

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).



## Inclusion

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups and we will respond to parental and/or student queries in order to allay any concerns that may exist about the RSE curriculum.

### *Students with Special Needs*

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

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that Relationship and Sex Education is relevant to them.

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Challenging sexism, homophobia and prejudice. This will be addressed in the RSE programme and will form part of our approach to equal opportunities and combating bullying policies. Respect for the views, rights and beliefs of others are seen as of paramount importance.

Staff understand that, for their own protection and the protection of students, no promise of confidentiality should be given and that any matters related to safeguarding or involving the physical or moral safety of the child should be reported to the Designated Safeguarding Lead immediately. Students will be taught the law relating to underage sexual activity and individuals will not be given specific advice about contraception by teachers, but will be signposted to appropriate services and support.

Health professionals in school are bound by their codes of conduct in one-to-one situations with students, but in a classroom situation they must follow the school's policy.

The following staff teach RSE at Furness Academy:

- Mrs. A. Rawlinson - Director of PSHE, Careers and Guidance
- Mrs. L Stanway - Assistant Headteacher – Designated Safeguarding Lead
- Mrs. R Roseblade – PD Teacher
- Mr. M. Swainson - Director of Learning and Standards (Year 10)
- Miss. R Kipling - PD Teacher

#### 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### 8. Parents' right to withdraw

Some parents prefer to take the responsibility for aspects of this element of a student's education. They have the right to withdraw their children from all or part of the Relationship and Sex Education programme except for those parts included in the statutory National Curriculum (i.e., the study of human growth and reproduction in science lessons). We would make alternative arrangements for students in such cases. Parents are encouraged to discuss any concerns with the Director of PSHE, Careers and Guidance at the earliest opportunity.

This right is applicable up to and until 3 terms before a child turns 16. After this point, if a child wishes to receive sex education rather than being withdrawn, the school will arrange this.

### 9. Training

PD Staff are trained on the delivery of RSE as part of their continual CPD which is included in our continuing professional development calendar.

The Safeguarding Lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### 10. Monitoring arrangements

It is the responsibility of the Director of PSHE, Careers and Guidance, to oversee and organise the monitoring and evaluation of RSE, in the context of overall school policy and practice for monitoring the quality of teaching and learning. The PD programme will undertake self-evaluation and monitoring through the usual monitoring cycle.

This policy will be reviewed by the Director of PSHE, Careers and Guidance annually.

The Governors and Leadership Team are responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.



## Appendices

### Appendix 1 – What Students should know when they leave secondary school

| TOPIC   | PUPILS SHOULD KNOW   |
|---|--|
| Families  | <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>  |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul> |

| TOPIC  | PUPILS SHOULD KNOW   |
|--|--|
| Online and media   | <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>   |
| Being safe   | <ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>   |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> </ul> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p> |

Appendix 2 – Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS   |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
|  |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
|  |  |       |  |
| Parent signature   |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |  |
|---|--|
| Agreed actions from discussion with parents |  |
|   |  |