



## **RELATIONSHIPS AND SEX EDUCATION POLICY**

### **Introduction**

The purpose of sex and relationship education is to help and support young people through their physical, emotional and moral development. Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives. Decisions students make about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation and we seek to work with parents to ensure that the teaching of sex and relationship education reflects their expectations and complements teaching at home.

### **Aims**

The aims of relationships and sex education (RSE) at Bath Academy are to:

- Provide a framework in which sensitive discussions can take place.
- Give students 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, health and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

The aims above are in line with the core values that we promote to all students: Dynamic, proactive, collaborative, positive and purposeful.

### **Statutory requirements**

As a secondary academy school, 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. At Bath Academy we teach RSE as set out in this policy.

### **Policy development**

This policy has been developed in consultation with staff, pupils and parents. The policy draws upon the DFE Guidance on Sex and Relationship & Education (July 2020) and the Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Statutory Guidance (February 2019)

### **Definition**

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

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

With the aims in mind, we have developed a programme which is designed to provide information and guidance sufficient to allow our students to develop in confidence. The school's sex and relationship programme is designed to help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Students will be given accurate information



and helped to develop skills and the appropriate language to enable them to understand differences and respect themselves and others, and also for the purpose of preventing and removing prejudice.

### **Delivery of RSE**

The core of RSE at Bath Academy is taught through PSHE for students of compulsory school age. The details of which can be found in the RSE Year Plan. RSE is also delivered through the enrichment programme for all other students. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in subjects such as Sociology and Psychology.

As part of Bath Academy's enrichment programme, students receive stand-alone RSE sessions covering a range of issues and using a range of providers and resources. RSE is age appropriate and delivered to meet the individual needs of students. Students with special educational needs will have sessions that are adapted appropriately to meet their needs and supported by the SEND team.

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).

Principles of good Sex Education Bath Academy's RSE policy incorporates the following principles in our approach to relationships and sexuality education:

- Equality- Planning and delivery of RSE at Bath Academy reflects our commitment to equity and social justice. We aim to build knowledge and understanding of diversity, equity and mutual respect for all. The aim of which is to create a safe and welcoming environment for all students.
- Intersectional- Gender and sexual-based power inequities continue to shape societies and cultures globally, and our aim is to educate and empower our students to understand and challenge these unequal structures and power relations. Gender and sexual identities intersect with age, disability, sexuality, race, class and other factors which create conditions of relative privilege and oppression for groups and individuals depending on their position or location in these intersectional power relations.
- Inclusive- At Bath Academy we aim to be actively and positively inclusive in terms of gender, sexuality, disability, race, culture, age, religion/belief or other life-experience through teaching practice, language use and through the delivery of the Readiness Curriculum and promotion of inclusion.
- Rights-based and empowering- We ensure that Bath Academy Students have access to accurate information, health services, advice and knowledge based on a rights-based frame of children's rights (health, educational, sexual and digital rights) which will help them to make informed choices, access support and protect them physically and emotionally.
- Positive but critical thinking- We actively encourage positive attitudes towards sexuality and body image, bust myths, but also expose taboos and tackle feelings of shame driven by inequalities.
- Trauma-informed- We are sensitive to the fact that there will be students who have experienced significant adverse, traumatising experiences. Our practice is sensitive to the effects of trauma, and we promote a space where students are most likely to feel safe, protected and in control.

For more information about our RSE curriculum, see the appendix below, PSHE year plan, Biology year plan, psychology and sociology year plan.

The Designated Safeguarding Lead (DSL) is responsible for the day-to-day management of RSE at the College, which includes overseeing the development, monitoring, evaluation and review.



## **Roles and responsibilities.**

### **The Principal**

The Principal 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.

### **The governing board**

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

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

Staff do not have the right to opt out of teaching RSE.

- Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

### **Students**

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

### **Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and sent to [info@bathacademy.co.uk](mailto:info@bathacademy.co.uk) and should be addressed to the Principal Tim Naylor

A copy of withdrawal requests will be placed in the student's educational record. The Vice Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

### **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Vice Principal with responsibility 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.



### **Monitoring arrangements**

The delivery of RSE is monitored by the assigned Vice Principal through:

planning scrutiny, learning walks and quality assurance of resources, external and internal delivery.

Students' development in RSE is monitored by personal tutors as part of our internal assessment systems.

This policy will be reviewed by the Designated Safeguarding Lead. At every review, the policy will be presented to the governing board for ratification.



## **Appendix 1: RSE Curriculum – what students should know by the end of the course.**

The College aims to deliver a holistic and robust RSE curriculum, which ties together with other related areas such as online safety, safeguarding and student wellbeing. Throughout the course, the College will adhere to the following:

RSE should be taught in a considered 'safe' environment and utilise a variety of teaching methods. It should equip young people to:

- Be able to identify risks and know how to keep themselves safe.
- Be aware of the law on key areas relating to relationships, sex and abuse.
- Have clear guidelines on how to access help or advice both within the College and outside.

Students will examine in more depth topics previously covered in PSHEE and RSE which include:

- Families
- Healthy relationships, including friendships
- Online and media awareness
- Intimate and sexual relationships, including sexual health
- Relationships, sex and the law

### **By the end of the course students should know:**

#### *Families*

- that there are different types of committed, stable relationships
- why marriage is an important relationship choice for many couples and why it must be freely entered into
- the characteristics and legal status of other types of long-term relationships
- learn 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, know how to seek help or advice, including reporting concerns about others, if needed.

#### *Healthy relationships, including friendships*

- 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
- how stereotypes, in particular those 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)
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control



- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- 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 has the right to be treated equally.

#### *Online and media awareness*

- their rights, responsibilities and opportunities online, with the understanding that the same expectations of behaviour apply in all contexts, including online
- 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
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- 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
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online.

#### *Intimate and sexual relationships, including sexual health*

- 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
- 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
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women, and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- 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)
- 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



- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

#### *Relationships, sex and the law*

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues, so that students clearly understand what the law permits and does not permit as well as the wider legal implications of decisions students make. It also provides a foundation for deeper discussion about all types of relationships and includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology.

There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Other relevant aspects of law covered may include, for example: the age of consent; what consent is and is not; definition of rape; sexual assault and harassment; pregnancy and choices permitted; abuse, including peer-on-peer, grooming, exploitation and domestic; neglect, emotional, physical and sexual abuse within the family; female genital mutilation; forced marriage and honour-based violence.

*Reviewed: August 2022*

*Next Review: August 2023*

*Responsible Officer: Tim Naylor*