

Fakenham Academy



RELATIONSHIPS AND SEX EDUCATION POLICY

Document Control			
Document Author:	Gavin Green		
Approval Body:	Education Committee	Date:	2.9.2024
Version Number:	5		
Version Issue Date:	1.9.2026	Effective Date:	1.9.2026
Review Frequency:	Annual		
Method of Dissemination:	Electronic publication via website		
For Use By:	All relevant school stakeholders, third parties, staff and students		

Version History			
Version	Date	Author	Reason for change
1	7.9.22	G. Green	Minor updates to reflect changes to government policy
2	13.12.23	G. Green	Format and layout changes plus changes in terminology
3	2.9.2024	G. Green & S. Gray	Annual review and update of curriculum to enhance provision
4	1.9.2025	G. Green & S. Gray	Annual review and update of curriculum to enhance provision
5	1.9.2026	G.Green & M Clarke	Annual review and update of curriculum

Relationships and Sex Education Policy

1. Introduction

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and wellbeing.

(Based on a definition from the Sex Education Forum, 2010)

Relationships and Sex Education is not an isolated issue but is one aspect of our wider Personal Development programme (PD). Similarly, PD education is not just part of the formal curriculum but is part of the ethos of the whole school.

If pupils are to value their bodies and make responsible decisions on health-related issues they must first value themselves as whole people. Education concerning personal well-being is firstly about fostering and encouraging in pupils a positive self-image and the confidence to know that their views and beliefs are important.

Secondly, it is about providing the information necessary to make informed decisions and, just as importantly, about giving students the opportunity to develop the skills to voice their decisions concerning their own behaviour and well-being in an assertive and positive way without undue influence from their peers, the media or society at large.

The teaching of Relationships and Sex Education is based primarily in PD lessons but is also delivered through a range of subjects across the curriculum. The Co-ordinator for PD is responsible for the content and co-ordination of the Relationships and Sex Education programme and the delivery is by subject teachers and occasional visitors.

2. Framework of Values

Relationships and Sex Education is taught with due regard to moral and ethical considerations, legally permitted relationships and the value of family life. Cultural diversity and equal opportunities are respected.

The School's approach to Relationships and Sex Education is to:

- provide a happy and caring environment where each member of the school community is personally valued and where pupils are able to develop self-respect and self-control.
- help pupils acquire attitudes and skills relevant to their adult life.
- develop social skills
- encourage moral and ethical values.
- engender respect for, and tolerance of, others.

The school recognises that relationship and sex education is complex and ever changing in the modern world. Topics and issues will be added or removed as

appropriate to reflect Government guidance, local concerns and topical relevant issues that impact upon the lives of our young people.

3. Aims of Sex and Relationships Education

The aim of RSE is to:

- give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).
- It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

(These aims are based on the DfES's Relationships and Sex Education Guidance 2019, page 25.)

4. Organisation of the Relationships and Sex Education Programme

The Programme is planned and coordinated by the Co-ordinator for PD and is taught as a discreet subject in Years 7, 8, 9, 10, 11, 12 & 13. The broader issues are also tackled in all year groups by subject staff in a variety of departments, particularly English, Religious Education, Science, and Drama.

Throughout the year pupils will also receive relationship and sex education through assemblies, tutor time and PSHE drop down days.

4.1 Methodology

Active learning is promoted within the classroom through discussion and debate, in order to develop pupil's skills of communication and decision making. Clear, accurate information is given as and when required.

A range of learning and teaching methods are employed for the delivery of the programme:

- Whole Group teaching
- Small Group discussion
- DVDs/clips from YouTube
- Role Play
- Structured games
- Active learning techniques, including the use of scenarios to aid decision-making; activities to encourage discussion and decision-making; card sorting activities.
- Practical sessions – eg putting condoms on demonstration models (Consideration will be given to appropriate groupings for such activities).

In RSE lessons seating plans will be considered extremely carefully and made sensitively to reflect friendship groups or those with whom a young person feels safe. There will not be an expectation that all students should speak in a lesson to avoid embarrassment. Nevertheless, there will be opportunities within lessons for students to ask anonymous questions.

4.2 Resources

Resources include DVDs/clips downloaded from YouTube, books, pamphlets, display contraceptives, condom demonstrators, card sorts, games. All resources used are vetted by the school and only those deemed appropriate are used. Parents are welcome to inspect these resources.

4.3 Access to the Curriculum

All pupils enjoy equal access to all aspects of the programme. The majority of teaching takes place in mixed ability and mixed gender classes. Resources are differentiated where appropriate to allow access for all pupils regardless of their literacy levels. Teachers of Relationships and Sex Education will also accept the need to structure lessons to suit a range of emotional, personal and social development within the group.

All pupils should be taught the Sex and Relationships Education programme and where a number of lessons in the programme are missed, the school will attempt to provide an opportunity for the pupils to catch up.

Parents/Carers do have the right to withdraw their children from the programme should they so wish. Application must be made in writing to the Assistant Headteacher (Personal Development).

5. The Handling of Specific and Sensitive Issues in Relationships and Sex Education

Explicit topics are always handled sensitively and openly.

5.1 The use of Ground Rules within the classroom

Ground rules for discussion of sensitive topics are laid down. Only appropriate and acceptable sexual language is used. The use of streetwise vocabulary is discouraged.

5.2 Issues concerning Confidentiality

Pupil confidentiality is also an aspect of these lessons although it is made plain that staff cannot keep anything confidential which breaks the law and/or puts an individual or group of young people at risk.

If a disclosure is made to a member of staff with regards to sexual behaviour, the school procedures for Safeguarding will be followed.

5.3 Contraception

Contraceptive information is only ever given in group sessions. In Years 9, 10 and 11 information is given about the types of contraception available, including emergency contraception, and their effectiveness. Teachers are aware that they are not permitted to provide individual contraceptive advice.

5.4 External Agencies

During the programme a variety of external agencies are identified which provide various types of help for young people; for instance, Childline, family doctors, Social Services, Family Planning Clinics, School Nurse, Alcoholics Anonymous, police etc.

Furthermore, there is a School Nurse Drop-In, during which sexual health issues can be discussed. Chlamydia and pregnancy testing is available from the School Nurse.

5.5 Sexual Orientation

Sexual orientation is discussed sensitively in Relationships and Sex lessons. In Learning for Life and RE lessons the changes to the legal status of homosexual relationships is taught. Resources used in school reflect the changes in the law and attitudes. The emotional health and well-being of all our pupils is important; homophobic comments are unacceptable and will be challenged. Prejudice-related Incidents will be dealt with in accordance with the guidelines set by the DfES Relationships and Sex Education Guidance 2019, pages 13 - 15.

5.6 Abortion and Adoption

These contentious and sensitive issues are covered or discussed in Learning for Life lessons and as part of the GCSE RE syllabus.

5.7 Under-Age Sexual Activity

If we know that a child under 16 is sexually active we will support the young person in talking to their parent/carer where possible. Any concerns raised by staff or other pupils should be referred to the Head of School or a Designated Safeguarding Lead in school. Under the school's Sexual Health Partnership with the School Nursing team, the School Nurse will also encourage pupils to confide in parents/carers. The Head of School must be informed as part of the Whole School Policy for Safeguarding Children even if parents/carers are not involved. (Based on DfES Relationships and Sex Education Guidance 2018, page 42)

5.8 Suspected Child Abuse

The School procedure for dealing with suspected child abuse is for staff to refer their concerns to a DSL who contacts the relevant outside agencies. See Whole School Policy for Safeguarding Children.

6. The Relationships and Sex Education Programme

Through subjects such as English, RE, Science, PE and Drama, topics are covered which are part of the Sex and Relationships Education programme. In the case of RE an opportunity is provided to explore Christian and other perspectives on issues such as Sex and Sexuality, Marriage and Family Life and to develop pupils' own moral perspective on sensitive issues.

As a school we encourage Parent/Carer to discuss these issues with their children.

6.1 Key Stage 3

The major idea informing all RSHE work is that of building a positive self-image while engendering concern and mindfulness for others. With this in mind, we believe that the topics listed below form a sound and progressive programme:

Year 7

- Mental puberty changes
- Physical puberty changes
- What are periods?
- Stigma around Periods
- Consent
- Ethics and listening

Bullying including cyberbullying and where to find help
Conflict resolution

Year 8

Different types of relationships
Forced marriage
FGM
Attraction and sexuality

Year 9

Consent and pressure
Choice of sex
STI's
Advise, pregnancy and abortion

6.2 Key Stage 4

Our aim is to promote a positive self-image and concern for others. In addition, it is clearly necessary to provide specific information on a number of issues to enable informed decisions to be made.

Year 10

Domestic abuse
Forced marriage and domestic abuse
Consent and pressure
Sexual harassment

Year 11

Intimacy types, pleasure and readiness
Consent and withdrawing
Harmful sexual responses
Impact of Pornography

There is deliberate overlapping with the content of Years 7-11 in Relationships and Sex Education because these topics need to be revisited as their maturity and understanding develops.

In addition to the above there are cross-curricular contributions from RE, English, PE and Drama. Most significantly Theme of the Week topics in Form time gives general information that is deepened within Learning for Life lessons. These topics include discussion about developing healthy relationships, laws, where to seek support, self-esteem and general knowledge to support informed decision making.

6.3 Flexibility

All teachers will follow the same schemes of work and resources provided by the SLT Lead for Personal Development. Teachers are able to deviate from the plans should a specific area of discussion arise that is relevant to their classes, however, discussions should take place with the Personal Development in advance where possible.

7. Staff Support and Training

The Learning for Life teacher alongside the SLT lead for Personal Development are responsible for the preparation of material. The Learning for Life teacher receives appropriate training and disseminates this to other teachers of Learning for Life.

8. How the programme is monitored

The programme is written and monitored in the first instance by the teacher for Learning for Life. It is also monitored as part of the ongoing Learning Walks and Quality Assurance procedures carried out by SLT and the Trust.

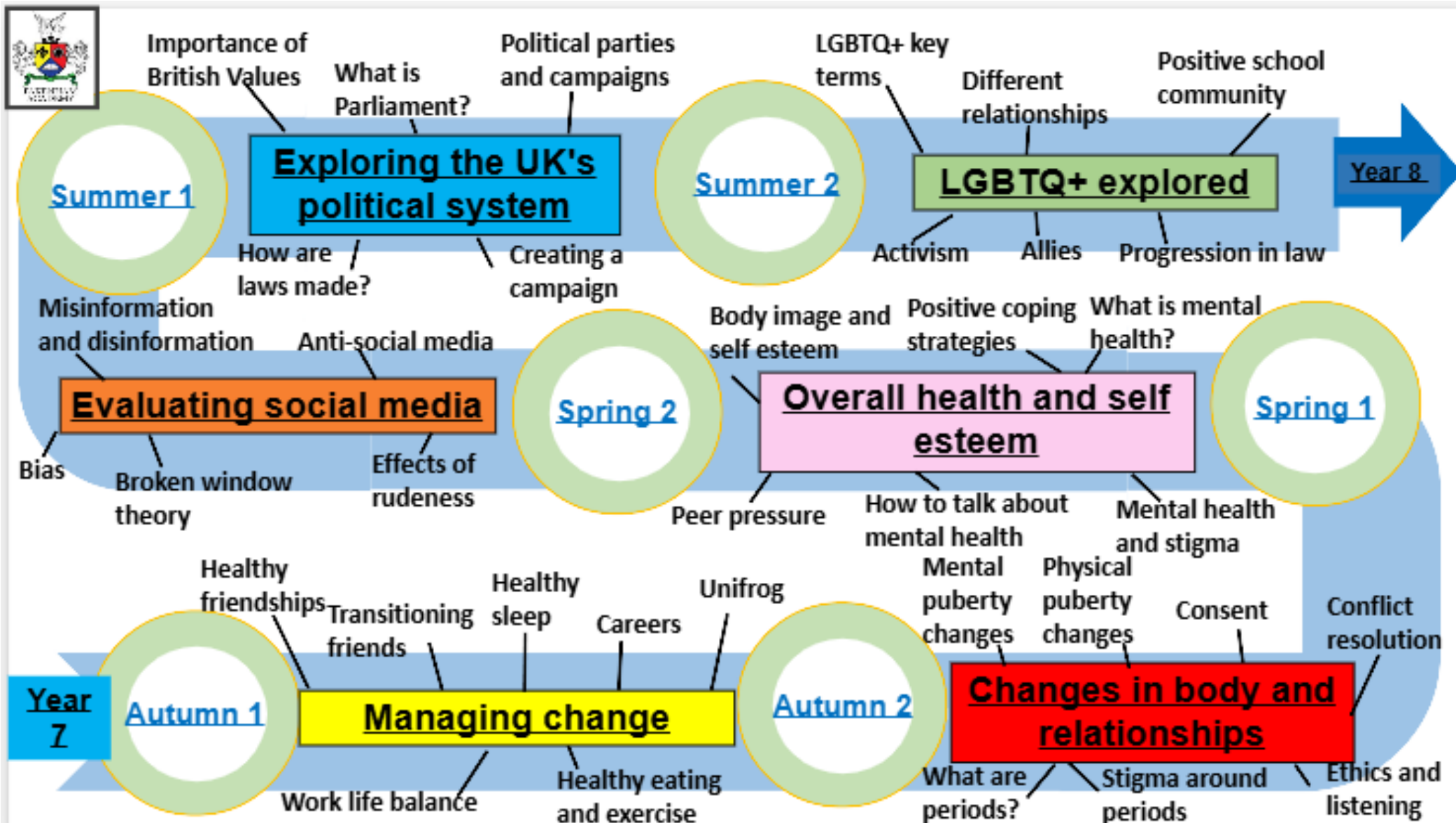
9. How the Programme is evaluated

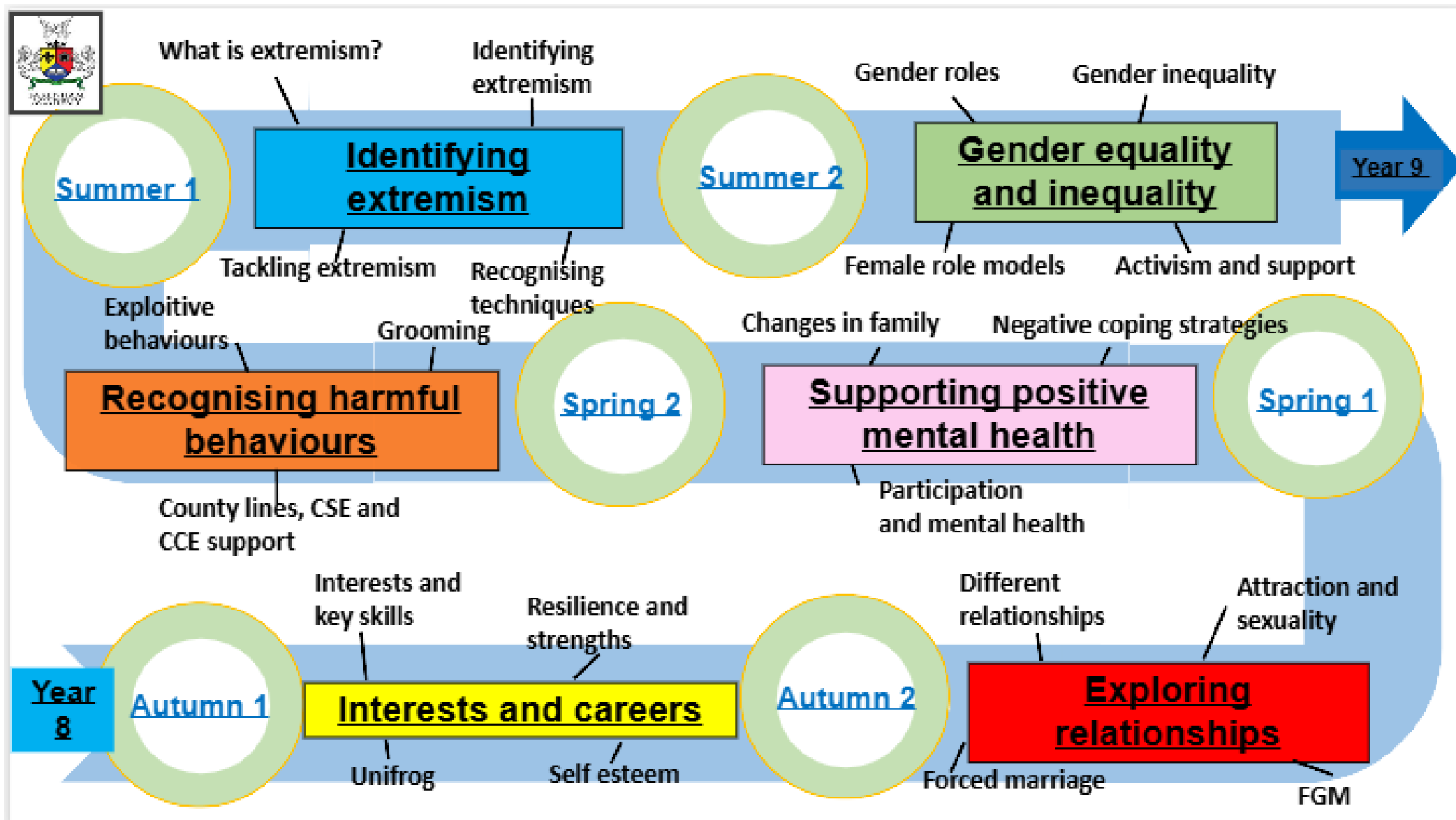
The RSE Programme is evaluated at the end of each academic year in the first instance by the PD Co-Ordinator who seeks the views of the teachers who have delivered the lessons. In addition, parents are consulted about the programme of study, as are the student body led by the Student Council.

Timetable and Curriculum Overview – Long Term Plan for Learning

Curriculum Map and Overview Document

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 7</u>	Life beyond school Managing Change	RSE Changes in Body And Relationships	Health & Wellbeing Mental Health and Self Esteem	Staying Safe Online & Offline Evaluating Social Media	Right, Responsibilities and British Values Exploring The UK's Political System	Celebrating Diversity and Equality LGBTQ+ Explored
<u>Year 8</u>	Life beyond school Interests And Careers	RSE Exploring Relationships and safety	Health & Wellbeing Supporting Positive Mental Health	Staying Safe Online & Offline Recognising Harmful Behaviours	Right, Responsibilities and British Values Identifying Extremism	Celebrating Diversity and Equality Gender Equality and Inequality
<u>Year 9</u>	Life beyond school Next Steps in Education and Financial education	RSE Consent And Sexual Health	Health & Wellbeing First Aid	Staying Safe Online & Offline Evaluating online behaviour	Right, Responsibilities and British Values Gangs And Consequences	Celebrating Diversity and Equality Challenging Racism
<u>Year 10</u>	Life beyond school Online presence & Financial Education	RSE Recognising Abusive Behaviour And The Law	Health & Wellbeing Mental Health	Staying Safe Online & Offline Online risks	Right, Responsibilities and British Values Politics and Government	Celebrating Diversity and Equality Fertility information
<u>Year 11</u>	Life beyond school Planning the Future	RSE Implications of Sexual Content	Health & Wellbeing NHS Services and Health	Staying Safe Online & Offline Drug Addiction	Right, Responsibilities and British Values Self esteem and pressure	
<u>Year 12</u>	Living in the Wider World Goals and how to get there based on individual skills	Health and Wellbeing Keeping yourself safe and healthy	Living in the Wider World University, apprenticeships and employment	Living in the Wider World Finances	Relationships Intimacy, conflict, opinions and social pressure	Living in the Wider World Employment, volunteering, WEX
<u>Year 13</u>	Living in the Wider World University applications, CV's and interviews	Relationships Abuse-signs, what to do, support	Living in the Wider World Finances and independant living	Health and Wellbeing Positive self-image, staying safe and healthy	Living in the wider world, Health and Wellbeing Life skills-cooking, washing, travel	







What are gangs?

Why do people join gangs?

What is racism?

How to question stereotypes

Summer 1

Gangs and consequences

Summer 2

Challenging racism

Year 10

Exit strategies

Knife crime

Activism

Practical change

Motives for negative internet usage

Positive online use

Harmful online content

AI, where is it?

Spring 2

First aid practical

Minor ailments

First aid

Major ailments

Spring 1

Year 9

Autumn 1

Next steps

Money risks

Next steps in education

Unifrog

Money attitudes

Autumn 2

Consent and pressure

Pregnancy and abortion information

Consent and sexual health

STI's

Choice of sex

